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ABSTRACT

This paper examines the nature of the archivist's profession, discusses the kinds of archival training currently offered in other nations, and suggests ways in which the education of archivists could be standardized worldwide. The tasks, functions, and roles of archivists in government and business environments are explored, and two modes of training--one based on history-related disciplines, the other based on records management--are examined. Suggestions for the standardization of archivist education programs include curriculum guidelines and two suggested programs of study. Supporting materials are appended. (FM)

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MEETING OF EXPERTS ON THE HARMONIZATION
OF ARCHIVES TRAINING PROGRAMMES

Unesco, Paris, 26-30 November 1979

THE TRAINING OF ARCHIVISTS

ANALYSIS OF THE STUDY PROGRAMMES OF DIFFERENT COUNTRIES AND THOUGHTS ON THE POSSIBILITIES OF HARMONIZATION

by B. DELMAS

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INTRODUCTION

The archivist's profession is an old profession, as old as organized States possessing permanent administrative machinery, as old as the written word, but at the same time as varied as the civilizations that have existed throughout the human adventure in time and space.

The modern world is today evolving a type of civilization described as universal, while at the same time the material constraints of technology and the methodological constraints of management are everywhere imposing comparable administrative rules.

In every country in the world, the archivist finds himself professionally torn between two conflicting demands: on the one hand, he has to preserve and deal with old archives reflecting a civilization, a culture, a specific and unique history; and on the other, he must acquire new methods and techniques designed to resolve the problems of contemporary archives. These problems are transforming the whole nature of the archivist's profession.

To this must be added the fact that, in many countries, the archivist's profession is not regulated and not recognized as a specific profession, while in others the official definition given does not correspond to the nature of the work performed, nor to the requirements of modern States in the archives field.

Unesco's initiative in commissioning an Etude sur la possibilité de préparer un texte de portée internationale sur le statut des archivistes(1) arose out of the recognition of this need for clarification and harmonization.

But this policy, so necessary to the development of the archivist's profession throughout the world, can become a reality only if archivists of all countries receive a training that relates to the real requirements of each one of them. This is why the present study has set out to analyse the training programmes currently followed by archivists, to see how they measure up to present-day requirements, to explore the possibilities of harmonization between them and to compare them with courses in librarianship and the information sciences. This would seem to be essential to the development of the profession throughout the world, that is to say to an improved circulation of information in government offices, to the safeguarding of the national heritage of all countries and to a better understanding of human societies.

The study that follows has been carried out bearing in mind the various types of training; and for the sake of simplicity and clarity, I have adopted the course of selecting examples characteristic of all these types. Some well-known institutions do not appear in the appendices, while other little known ones are included. The intention has been to illustrate the various categories rather than to compile an exhaustive list.

In an initial outline of this work, it appeared that the best approach to these questions was according to the language of instruction, the language of the country. This, after all, offered a way of getting beyond a too narrow national framework and taking up comparisons within the broad cultural regions constituted by linguistic zones. Such an option seemed all the more justified since community of language has its roots, for the most part, in a common history, the very subject matter of the archives in question, expressing itself through similar institutions and administrative services.

(1) Study carried out in 1978 by M.J. d'Orléans.

Moreover, the main purpose of any harmonization is to facilitate the updating of teaching and exchanges of students. And it is obvious that exchanges are easier and more frequent when they involve people speaking the same language.

In actual fact, the findings reached did not bear out the initial suppositions. It became apparent that training varied greatly within each language group and depended in the last resort less on language than on views held in a given period or country on the role of history, on the place of archives in the formulation of national history of the nation, and/or on the operation of the administrative services.

Another significant factor proved to be the age of the archives to be preserved and the "relative weight" of old archives in the total volume of archives that the archivists had to deal with. Hence the pride of place originally given in older countries to the history-related disciplines; in the same way, the importance given in newer countries to the information sciences; finally, with the "relative weight" shifting in all countries towards contemporary archives, the inevitable coming to terms with the techniques of the information sciences.

Which brings us back in the end to our initial remark: the harmonization of training must and can be achieved, but the starting point has to be not some theoretical ideal profession, but the documents and archive collections to be dealt with:

old archives for which well-tested techniques have long existed, but for which international standardization has progressively been achieved;

contemporary archives with techniques of file management, intermediate records management and document elimination;

audio-visual and electronic archives where technical constraints impose harmonization as a matter of course.

BIBLIOGRAPHY AND SOURCES

In the preparation of this study, there could be no question of carrying out a survey on a world-wide scale. I have therefore drawn upon information from a number of publications:

KECSKEMETI (Charles). La formation professionnelle des archivistes. Liste des écoles et des cours de formation professionnelle d'archivistes. Brussels, CIA, 1966. 97 p.

This work, though dated and superseded on a number of points, remains the fullest general account of the training of archivists throughout the world. It is to this work that I have turned when unable to find more recent information.

TANODI (Aurelio). Unas consideraciones sobre la enseñanza archivistica latinoamericana, in Boletin interamericano de archivos, Vol. II, Cordova, 1975, pp. 7-139.

An essential and very complete synoptic view of the training of archivists in Latin America.

CORTES (Alonso, Vicenta). Venezuela, Reorganizacion de la formacion de archiveros y de las structuras archivisticas. Paris, Unesco, 1975. Rapport No. de série 3137/RMO.RD/DBA.

CRESPO NOGUEIRA (Carmen). Mexico. Reorganizacion de las estructuras archivistas a) Escuela Nacional de Biblioteconomia y Archivonomia (ENBA), b) Archivo General de la Nacion. Paris, Unesco, 1974. Rapport No. de série 3113/RMO.RD/DBA.

DELMAS (Bruno). Maroc. La formation des archivistes. Propositions pour un programme d'enseignement. Paris, Unesco, 1978. Rapport No. de série 78204/FMR CC/DBA.

Moreover, I felt it was unnecessary to launch a special survey, since a similar survey has recently been carried out by M. Breton, a lecturer at the Ecole Nationale des Chartes and the Ecole Nationale Supérieure des Bibliothèques (France). He has, in fact, been commissioned by Unesco to prepare a new edition of the World Guide to Library Schools and Training Courses on Documentation. He gave me access to his copious and very up-to-date documentation. I have nevertheless preferred to restrict myself to a number of representative organizations, aware that too much detail would only obscure the issues.

Finally, I must also thank Mr. Alfred Wagner of the Federal German Archives for the information he kindly sent me on training in the Federal Republic and Mr. Frank B. Evans of Unesco for his documentation on certain English-speaking countries and on the United States in particular.

PART ONE

THOUGHTS ON THE HARMONIZATION OF TRAINING PROGRAMMES FOR ARCHIVISTS

1. Any thoughts on the harmonization of training for archivists must start with a definition of what is meant by the very general and vague term archivist.

I. CONSIDERATIONS ON THE SPECIFIC NATURE OF THE ARCHIVIST'S PROFESSION

2. Archives are, let us recall, the aggregate of documents, of whatever date or character, assembled (produced or received) by an individual or corporate body (public or private) for the purposes of his/its existence and the performance of his/its tasks, preserved in the first instance to serve as evidence and for administrative purposes, and subsequently for their general information value.

3. An archive group, being the expression of an activity, is generally more extensive than the subject to which it might relate. The information it contains rarely lends itself to systematic classification by ideas alone.

4. These special concerns and requirements of archivists, within the information professions as a whole, are by and large overlooked or misunderstood. Indeed, archives studies are too often seen as no more than a secondary branch of librarianship, requiring no special training, as though it were a matter of a cook having only to learn a new recipe.

5. Yet to introduce a librarian at the end of his course to archives studies in the hope of producing an archivist after only a few classes is like trying to turn a psychiatrist into a neurosurgeon by means of a trick. What is involved is not a difference of technique but a difference in kind.

6. Ample evidence of this distinction exists: in particular archivists are predominantly involved with the "preservation" side of information, because the documents they keep do not consist solely of information liable to become dated or alter its form but also of authoritative documents with a permanent legal value, which must be preserved as they stand.

7. Again, archives services are not only an organ of information within administrative services but also the organ that regulates and reviews the production of papers in offices.

8. Finally, archives do not cater for any well-defined public, whether specialized or general, but rather serve every kind of public on all questions and in all fields; their main user is above all the originating department. In contrast a book's main user is not its author.

9. To characterize archive documents roughly as compared to books, it might be said that for the archivist who has to deal with them they present the following features:

the quantitative aspect, the problem of bulk; documents are not reckoned by the number of volumes but in linear metres, in cubic metres, in tons;

files and archive groups, unlike books, are not homogeneous and finished products. One of the essential tasks of the archivist is indeed to give some shape to this mass of raw information, to make it presentable and utilizable, whereas in a book the information is organized and is immediately and directly utilizable. The archivist is therefore involved in a great deal of work that is peculiar to his profession. On the other hand, once these operations are completed, the process of description is similar, although drawing upon different methods;

the acquisition of books (purchase, gifts, exchange) is likewise very different from the acquisition of archive holdings (usually the result of transfers). The only possible equivalent to the transfer of archives is the legal deposit of books (but this takes place at the time they are produced and not after use as with archives);

there are usually no restrictions on the use of published works, whereas all archive documents without exception are governed by numerous specific regulations. Normally restrictions in libraries are intended to protect books. In archives, the aim is to protect the State and third parties. The only point in common is the access restriction affecting certain particularly valuable or fragile items - constituting the "rare books" section in libraries;

the question of the destruction of material, lastly, does not pose any special problems for libraries, whether they forbid it (libraries specializing in preservation) or whether, in the case of libraries more concerned with the use of books, they destroy heavily used copies or works no longer of value. This question is on the other hand central to the profession of the archivist who has to destroy between 30 and 90 per cent of the documents produced by government offices, on the basis not of their material condition but the substance of their contents (legal value or value for the historical documentation of research).

10. If their duties are in appearance similar because they are concerned with the actual vehicles of information, the techniques and methods applicable are in fact fundamentally different, since they relate to fundamentally different objects.

11. To conclude, the archivist is a man who manages an archives service and who deals with the archives entrusted to him.

12. This function of dealing with archives involves the archivist in the performance of four basic tasks and gives him within the information sphere as a whole two specific fields of action.

II. THE ARCHIVIST'S TASKS AND THE ROLE OF ARCHIVES

13. The four major tasks of the archivist are the following:

(1) collecting documents from offices where they have originated and preventing them from being destroyed without prior examination;

(2) sorting them and, having weeded out those with no administrative or historical and documentary interest, preserving them and where necessary restoring them;

(3) classifying and indexing them to make them accessible to researchers;

(4) making them publicly available through public access, display, publication, microfilming and all other appropriate means.

14. In performing his four major tasks, the archivist fulfils two functions which are his alone:

managing the internal information of government offices;

managing the historical documentation of research.

Archives as a functional service of governmental offices or businesses

15. Defined as the service responsible for managing the documents and files of a government office or a business, archives are a functional service.

16. Indeed, just as there is in every government office or business a personnel department to manage the employees, an accounting department to manage finances, an internal services department to manage the premises and the equipment, so there is or should be in every government office or business an archives service, proportionate to its size, responsible for managing its archives.

17. What is meant by managing the archives? Simply to ensure the preservation or the destruction of the documents of the government office or business while taking into account in every case the need for future consultations and the successive stages in the life of records which are peculiar to each type of document or file.

18. It must however be pointed out that what is involved here is not a simple matter of documentation. The documents being handled are not the ordinary, more or less specialized items obtainable from good libraries or from well-known publishers. The function of an archives service is to deal with the internal information that the government office or business has created and creates for the purposes of its own existence and activities.

19. This is why the archival function is invariably compared to memory. Like the latter, it contributes to the functioning of organic bodies. The absence or failure of that memory, as in the case of human beings, generates functional disorders, loss of time, wasted effort, all those things that can jeopardize the very existence of corporations no less than individuals.

Archives as the memory of government offices and businesses

20. In preserving and managing the memory of public and private institutions, archivists have at their disposal a considerable quantity of information which can serve not only the practical needs of those organizations but can supply historical documentation for scientific research, provide illustrative material for education and contribute to cultural training.

21. These latter fields are widening all the time. Traditionally, no historical research was conceivable without recourse to the archives. The field of retrospective research has today opened up, in the same period that has seen such a growth in the volume of archives, to include the entire field of human, social and legal sciences: geography, economics, sociology, anthropology, ethnology, demography, etc. More and more use is made of the archives. And already consideration is having to be given to other new needs, those of the ever growing number of users of the applied sciences and technologies.

22. As a reservoir of original and authentic documents of every form and relating to all ages, archives are able to supply the living testimony and realistic examples that modern educational theory demands in all disciplines and at all levels of education and instruction. They can also bring to cultural activities of all kinds a sense of the temporal dimension of things, an essential element in every culture and a concept that in the rapid evolution of contemporary civilization tends everywhere to be overlooked.

III. THE ARCHIVIST'S FUNCTIONS

23. The performance of these characteristic duties entails a number of tasks.

24. In spite of the varied nature and differing levels of these tasks, it is generally agreed that they can be reduced to two training profiles, to two types of archivists, whom we shall agree to call sub-professional staff and graduate professional staff.

25. These two categories correspond to two levels of training and two fairly well defined levels of responsibility and functions.

26. However, the multiplicity of duties carried out by both can give rise nowadays to a division of archivists into other categories: archivists handling contemporary files, archivists handling early archives. The pressure of present needs must lead us to define these archivists.

(a) The functions of professional staff

27. Graduate professional staff, who may also be termed specialized archivists, keepers of archives, etc. have the following duties:

(1) overall control of the archives services (organization of services, management of personnel, finances and buildings, forecasting and programming of internal activities);

(2) direction and planning of external activities in, or in association with, government offices:

identifying archives, establishing transfer procedures, preparing material for destruction and fixing time-limits, issuing instructions on classification and description;

participating in the organization of file management in the offices while studying file management systems and their relation to the function of the archives;

(3) evaluation of the documentary value of files, determination of files to be destroyed, to be sorted (choice of samples or specimens to be preserved) and files to be preserved indefinitely;

(4) organization and transfer of files no longer current from the originating offices to the archives service and accessioning them; supervising procedures;

(5) definition and supervision of archives classification, having first studied the history of the institutions concerned and prepared a draft classification;

(6) fixing descriptive standards for files and supervising their application, writing introductions for lists and indexes;

(7) organization and control of specialized services in the automatic handling of archives data and in the exploitation of documents;

(8) overall direction of administrative documentation centres and administrative history libraries linked to an archives despository or forming, in conjunction with an archives service, an administrative documentation centre in a government office;

(9) research and scientific work, both in the field of archives studies and on historical questions;

(10) career-long and in-service training through "conferences on methods" for archives staff with executive responsibility;

(11) informing administrative officers and training personnel responsible for file management in government offices;

(12) informing and training professional or amateur research workers who come to use the archives;

(13) informing the general public and organizing cultural activities (exhibitions, educational services, etc.);

(14) organization and overall control of specialized reprographic services (microfilm-microcopy, photocopy and photography);

(15) organization and overall control of services specialized in the restoration:

of traditional documents;

of modern documents (mass restoration);

of documents employing new materials (film, magnetic tape);

(16) liaison with specialists, particularly architects, to ensure the right conditions for the material preservation of the archives.

28. These functions of scholar, administrator and organizer demand a high-level training and a broad general culture.

29. To conclude, since professional archivists must be able to assume important responsibilities within the State in managing the archives of the great decision-making bodies and of historical depositories, it would seem to be necessary that they should have a university training (graduate level), completed by a professional training (archives studies, administration, history).

(b) The functions of sub-professional staff

30. The duties of the sub-professional (technical) staff are as follows:

(1) execution and receipt of transfers (preparation of documents, drawing up or checking transfer schedules, accessioning, arrangement of archives);

(2) classification, description of articles (bundles and registers) and weeding out of documents in accordance with general standing orders;

(3) circulation of documents to administrative services and individuals, in accordance with regulations and current procedures;

(4) preparation of documents for microfilming (reclassification of files, numbering of items where necessary);

(5) classification and description of microfilms and other audio-visual documents according to the current standards for the various categories of these documents;

(6) collection and preparation of archival and information data for automatic handling.

31. Sub-professional staff should on the whole be able to assume responsibility for the archives of certain ministries or administrative offices of sufficient importance to warrant an archives branch but with a staff not exceeding 400-500 people and to supervise the operation of file management in less important offices. Similarly, in large government departments and historical depositories, they have a role to play in assisting the professional staff. For this they should have a good standard of general culture (baccalauréat level) and a thorough professional training: archive studies, administration, history.

CONCLUSION

32. The archivist's profession must be regarded as a necessary one since its concern is very real and specific: archives. This profession in which common tasks and duties give rise to common methods today finds this tendency reinforced as a consequence of the impact of modern civilization upon all societies. The volume of contemporary archives to be dealt with henceforth constitutes the most important factor in the archivist's training.

33. As with every specialization, the archives field requires specialists at the conceptual level (graduate professional staff) and at the operational level (sub-professional staff).

34. At these two levels, harmonization appears not only possible but desirable. However, before approaching this question, it would seem essential to have a view of the current situation and of the different types of training provided throughout the world.

PART TWO

TRAINING OF ARCHIVISTS TODAY

35. In order to make a satisfactory analysis and gain a proper understanding of the training currently provided in various parts of the world, we shall have to go back briefly in time.

I. HISTORICAL BACKGROUND TO THE TRAINING OF ARCHIVISTS

36. Modern archives studies and training came about in three stages:

archives studies as a history-related discipline;

archives studies as an auxiliary technique of organization and management;

archives studies as a modern discipline.

37. For a long time, archives studies were an empirical method of filing, referencing and describing documents. But once historians found they were no longer content with narrative sources and began to use archival sources, diplomatics emerged as the critical study of documents. It developed particularly from the seventeenth century onwards in the countries which had been the first to revive written law, for that revival had progressively set up written records as being the foremost source of evidence.

38. Diplomatics thus developed in Italy, France and the German countries (cf. the diplomatic wars). Archives studies were initially and quite naturally an offshoot of diplomatics. The fact is that in diplomatics, the document, the authentic text, is all-important, to the exclusion of all else; special attention is paid to the document which is regarded as being authoritative. In the beginning, all charters were intrinsically and originally authoritative documents placed and kept on record by an individual or by a legal entity to be used if the need arose for the defence or assertion of their privileges or patrimonial rights.

39. In the nineteenth century, with the remarkable development of historical research and the firm establishment of diplomatic science, especially in France, Austria and the German States, archives studies developed as a discipline related to the study of history and were taught in those countries: France (1821), Austria (1854), etc.

40. But the very extent to which archives studies progressed and developed in those countries was to be a handicap to their adaptability in the future, for the European approach to archives continued to hark back to its origins; the document, the authoritative text and evidence, came first. From the end of the nineteenth century onwards, the problem of archives changed and began to become a wide-scale issue, no longer confined to charters or titles.

41. In the countries in which written law prevailed, in which the law was based on written evidence, there was a tendency for archival education, varying from country to country, to regard the document as sacred and to develop around it. Even the concept of archive holdings is a throwback to this legal conception.

42. In the countries in which common law prevails, in which emphasis is primarily on custom, the written text is regarded more as additional proof and a formal rendering of the law, than as its fundamental basis. This explains why there was more ready acceptance, when the time came, of the notion of records.

43. This explains why it was in a new country, untrammelled by European tradition and habits in its mental outlook, but already well ahead in the industrial world, that a new conception of archives and a new generation of archivists grew up, from the end of the nineteenth century onwards and more specifically after the First World War. It was in the United States that the concept of records management and the profession of records manager, upstream so to speak from the recognized archivist's profession, first emerged, against a background of scientific organization of work and rational management.

44. Making allowances for the customs prevailing in each country, the institutions providing the old form of training have adjusted themselves to new conditions and any new training programmes they have set up have been devised with current concerns in mind.

45. Over the last thirty years or so, the development of an industrial society has given way to a post-industrial society, an information-based civilization requiring a veritable metamorphosis of the profession:

amalgamation of the two professions of archivist and records manager;

enlargement of the concept of historical archives to include scientific and technical documents;

extension of the concept of archives to include documents which can be written, printed or engraved, and read, seen or heard only with the help of machines;

incorporation of archives, along with books, works of art and monuments in particular, as part of the notion of the cultural heritage of mankind, where the document is a measurement in the same way as an object.

This trend has undoubtedly been the most powerful factor in the harmonization of training programmes for archivists, since of all factors it is the most palpable.

46. Another remark must be made here: to begin with training for archivists was undifferentiated, but essentially professional. Only in the last fifty years has another level of training gradually emerged alongside that provided for professional archivists, namely four to six years of study after the school-leaving certificate, a training specifically for sub-professional archivists, covering a training period of two to three years after the secondary school-leaving certificate.

47. We shall now go on to discuss how these two types of training are organized, with the help of a few typical examples.

II. TRAINING BASED ON HISTORY-RELATED DISCIPLINES

48. As we have just said, there was originally no distinction made between different types of training for archivists, in the sense that the training was provided, as it were, on the job, in other words at the archives. It was professional in that candidates were required to have already completed, or to complete while on the job, several years of higher studies and carry out a certain amount of research work.

49. This still applies in a large number of European countries. We shall accordingly not discuss the training provided in Spain, since it is particularly short. This applies both to the theoretical instruction provided in Madrid (eight hours per week, including only two on archives studies, over a period of eight months, amounting to a total of sixty-four hours) and the Barcelona course which is comparable to the highly practical training courses found in Italy or again in England.

50. The Ecole des Chartes in France, is, today, the oldest training school for professional archivists (1821). From the outset it provided a specific long training course, quite apart from university studies and streams, based on history, the history of institutions, history-related disciplines and research up to the beginning of the nineteenth century. But unobtrusively over the past

twenty years and without betraying its origin, it has brought in changes, with the introduction of contemporary history, librarianship, modern institutions and administrative science, contemporary archives studies, business archives, mathematics and statistics, informatics and the new media and information science. Concurrently with this theoretical training, it also provides practical training courses: an elementary course of one week, a two-week informatics course, and a seven-month full-time course (central and local archives - Annex 1).(1)

51. The Federal Republic of Germany, the German Democratic Republic and Austria train their archivists in four establishments which have some points in common. (Annexes 2, 3, 4)

52. The curriculum is much the same in the two West German schools, which in fact award the same diploma, that of Archiv-Assessor but each of the two schools keeps to its own style, the Marburg school placing emphasis on professional training for its students, who are in fact required to have a university doctorate, while the Munich school recruits its students on completion of a first-degree course, including the continuation of their university studies in its programme. They are both six-year courses.

53. The Potsdam Institute recruits its students at first-degree level, but requires candidates to pass an oral and written entrance examination. The total period of study is shorter and archivists are trained in five years, including the practice period. An interesting point to note, however, is that it is the only school at which students can specialize to become literary or economic archivists.

54. The Austrian Institute was set up in 1854 and provides training not only for archivists but, more particularly, for research workers, as indeed is implicit in its name (Institute for Austrian Historical Research). This explains why students must complete a preparatory year before entering the Institute. The course includes optional subjects and the students are given instruction in librarianship and museum science; finally, a thesis is required to qualify for the diploma. The total duration of the course of higher studies is five years.

55. It may be noted that all these German-language schools require future archivists to have a knowledge of Latin and French. All these institutions have made the necessary changes to include the study of the contemporary period and modern techniques in their training courses. The above description does in fact apply, broadly speaking, to the whole of Central and Eastern Europe: Hungary (Budapest), Czechoslavakia (Prague, Brno and Bratislava), Poland (Torun), and USSR (Moscow, Kiev), although the duration of the course is generally shorter.

56. In England, as in the other European countries, a course in archives studies with heavy emphasis on history-related disciplines has been introduced to supplement the study of history at university level; altogether between three and four years but never more than one for archival education in the widest sense. (Annex 5)

57. As regards preparatory studies for "on the job" training, the recent introduction of "licences" (first degrees) in archival techniques and documentation in France (Rennes, Nice, Mulhouse) took its inspiration from

(1) There should be no confusion between the international technical archives course lasting three months and including sixty lectures and excursions, with the seven-month practical training course provided for fourth-year students at the Ecole des Chartes who, apart from attending some of the same lectures and excursions as the trainees in the international technical training course, work full-time in central and local archives (three months each).

this system which provides for the inclusion of credits in history-related disciplines and archives studies in a traditional university degree course (degree in history). (Annex 6)

58. In conclusion, what strikes one is the astonishing variety of training programmes in these countries, all of which are countries with long-standing traditions. There is a long period of basic instruction to enable students to assimilate historical culture and all the history-related subjects required for the handling of mediaeval, modern and contemporary collections.

59. Disregarding specific local differences, there has, in the past twenty years, been an overall effort in the institutions on which we have recent information to avoid restricting their field to ancient holdings and open it up to include the problems and techniques of contemporary archives and even information science.

III. TRAINING BASED ON RECORDS MANAGEMENT

60. Unlike France, Germany or England, for example, the United States have no exclusively archival degree programmes for the training of archivists; in fact quite the reverse, for archive studies are seen as a specialized branch of history or librarianship.

As a result, archives studies are considered:

either as an aid to historical research dealt with at the end of a course of study to enable the student to undertake research and/or acquire a professional qualification;

or as a special technique used in classifying, preserving and describing what appears to be a rarer, simply less current type of document than books. For this reason, archives studies in the United States are very often seen as but one of the many courses included in the training of librarians, as an additional specialization.

61. The reason for this is that the United States are strongly influenced by Protestant culture which, as we know, gives pride of place to the Bible and, taking it from there, to books in general.

62. This American phenomenon, which I shall be forgiven for stressing, is exemplified by the fact that although the Library of Congress goes back to the Union, the National Archives go back only to 1934.

63. The setting up of presidential libraries, assembling the books and documents of former presidents of the United States, illustrates this conception.

64. There are thirty-two American universities training archivists with either a history degree (3/5) or a librarianship degree (2/5). There are schools in which students can obtain a degree in library science, and here archival training is divided up into several credits. (Annexes 7 and 8)

65. But what is more important than this distinction between historians and librarians is the fact that the somewhat subsidiary position of archives studies has the advantage of making them easier to modify and adapt to changing problems and needs than would be the case with an intensive training programme.

66. With the emergence of records management techniques, the cultural causes of which I have discussed above, it became easier to tackle the problems arising from contemporary archives and, now, the techniques of information science.

IV. TRAINING TODAY: SUGGESTIONS FOR HARMONIZATION

67. In recent training programmes, three tendencies can be observed to which we have already referred and which reflect the present-day situation:

emergence of exclusively archival education programmes alongside training in documentation and librarianship;

amalgamation of the traditional profession of archivist with that of records manager;

two levels of training: sub-professional and professional archivists.

This modern approach to training is generally to be found in the new Third World countries.

68. In Dakar and Rabat, for instance, archives studies are regarded as a complementary discipline to librarianship or documentation, constituting an optional subject in which students may specialize after completing a basic course of study. In Dakar, archival training has gradually emerged as a distinct branch, whereas in Rabat it appears to be having some difficulty in asserting itself.

69. Training in Latin America is particularly interesting from the point of view of the very large number of training courses which have developed in that continent over the past thirty years.

70. The main feature of training there is the special full-length courses provided along the lines of the Ecole des Chartes and the Vienna Institute.

71. The training is part of a formal university programme, both for sub-professional archivists (secondary education level plus two or three years of training, as in Cordoba), or professional archivists (secondary school-leaving certificate plus three, four or even five years of training, as in Venezuela or Colombia). (Annexes 10 and 11)

72. The content of the training is comparable from one country to another, with strong emphasis on history-related disciplines, local history and the history of institutions. When, as is often the case, they are coupled with librarianship studies, there is also a strong literary component. But usually, when the two are taught together, a fairly even balance is struck between the core curriculum and the special courses.

73. Another point to note is that a sometimes substantial place is set aside for information science.

74. There is a tendency towards longer programmes so as to include a more in-depth study of historical subjects or, more often, to cater for the study of contemporary archives. Where these training programmes seem to fall down is in not providing sufficient practical training in contemporary archives studies, that is in the handling of archives transfers, whereas it is perfectly adequate in the specialized disciplines.

75. A last point not to be overlooked as far as current training opportunities are concerned is the short courses for archivists organized by the National Archives in nearly every country. These are courses lasting a week to a month on specific subjects; for example in the United States: Introduction to modern archives administration (two weeks), Advanced Archives Administration (one week), (Annex 12); in France: Archives housing and construction (one week); research

instruments in contemporary archives (one week), archival exhibitions (one week), archives educational services (one week), etc. Some of these courses run several sessions every year.

76. In addition to these courses there are study periods or days for staff responsible for managing records in government offices or businesses. They are intended as a general introduction to the subject (one to five days). An example is the course provided in France for civil engineers (Ponts et Chaussées).

77. Apart from these national courses, another training opportunity is provided by international courses intended both for students and members of the public in active employment, which for some, amount to an introductory course and for others a further training course, since different approaches to the subject and different experiences in archives are found side by side. To quote an example, there is the international technical course run by the French Archives (Paris), the course run by the Canadian Archives and the Unesco seminars. It may be said that they prepare the way for harmonization. (Annex 13)

CONCLUSION

78. Four general conclusions can be drawn and although they may appear contradictory, the points they have in common are greater than their differences.

The training of archivists has evolved over the years

79. Broadly speaking, up until the First World War, archives studies were regarded as a branch of history, which is why any of the training programmes devised at that time, whatever form they took, were part of the study of history at an advanced level.

80. The problem of contemporary archives has given rise to a special profession in this branch, namely that of records manager.

81. Since the middle of the century, the concept of information science has gradually taken shape with the development of libraries, documentation and all the communication media.

Two categories in the training of archivists

82. Broadly speaking, the training of archivists can be divided into two standard categories:

on the one hand, the training, itself of a formal nature, which has developed as an extension of a long-standing, well-defined branch of learning (history and associated disciplines), either as an independent course (specialized schools) or within the scope of a university course, or again as a combination of both. This full-length training produces all-round professional archivists;

on the other hand, a more flexible and, as it were, pragmatic form of training, regarded more as a sideline to other university degree courses (degree in history or librarianship) which in one or sometimes two years provides students with the basic methodology and useful knowledge required for a special field. Short training of this kind produces archivists specializing in a particular branch of archives science.

83. These two types of training have advantages and shortcomings. The first trains professionals, who are given full and uniform training, which is for that very reason somewhat inflexible. The other, flexible and more practical form of training enables training institutions to respond more rapidly to whatever needs may arise and to meet those needs within a year or two, but is less thorough. The issue involved here is, in fact, not peculiar to archives studies.

The duration of training varies

84. Similarly, the duration of training for professional archivists is shorter in countries with fewer and more recent ancient holdings, for there is less need for extensive historical knowledge and associated disciplines. As regards the sub-professional archivists, the length of training varies from country to country, covering one, two or sometimes three years after their secondary school-leaving certificate, according to the type of vocational or university training provided in the country under review.

A new definition of archives studies

85. Seen against the background of the development of an information-oriented civilization, archives studies are now undergoing a much more profound upheaval than during the historical century.

86. This can be attributed to the major archival phenomenon of our time. In all the countries of the world today, however old or new they may be, the quantity of archives on record produced by our industrial civilization and stored now in archive depositories exceeds all those produced throughout previous periods of history. This sudden proliferation is the most powerful factor in the unification of the problems of archives science and the harmonization of training programmes.

87. And so there is a general move towards change, whether it be in the search for a minimum of formal structure in places where there is not enough, or a minimum of flexibility where structures are too rigid. By integrating present-day needs, an attempt is being made to redefine archive studies no longer simply as a history-related discipline but also as branch of study to assist in providing administrative information. Archivists must be able to respond to the increasingly complex and specialized problems raised by archives users.

88. This, then, is the new context in which the harmonization of training programmes for archivists must be envisaged.

PART THREE

SUGGESTIONS FOR HARMONIZATION OF PROGRAMMES

89. In the analysis of training programmes, I emphasized the ways in which training has changed in the course of time and the fact that archives have been showing a tendency to become a source of information, as much as a source of history. However, it needs to be repeated here that archives also constitute a source of culture, and increasingly so, and as such they form part of the cultural heritage of each country. In considering possible harmonization of programmes, it is necessary to take into account the professions concerned with information as well as those concerned with the national heritage.

I. PROFESSIONS CONCERNED WITH THE NATIONAL HERITAGE: DIFFERENCES AND SIMILARITIES

(a) Points of difference

90. In the information sciences it can be said that, by and large, archives are the realm of the singular, libraries that of the general, and documentation that of the special.

91. I have already drawn attention to the problems arising from the unique character of each country's archives holdings. Within such a centralized country as France, for instance, and one that appears to be characterized by administrative uniformity, there are sometimes considerable divergences between one local authority and another in the interpretation and application of the general measures decided by the government. Each local archives group reflects these differences and cannot be modelled on the collection of the central authority.

Archivists and librarians

92. Whereas the archivist is concerned with documents that exist in only one copy, the librarian deals with publications that exist in many. While the archivist, dependent on the government offices that transfer their documents to him, has no choice in regard to the contents of holdings and files, the librarian is the custodian of works of the mind, books, or in other words finished products. He selects and chooses them according to the function of his library, either to cover the entire spectrum of knowledge or to cover a particular field, but he needs to cover to a lesser or greater extent all of a particular field of knowledge. The choice made by the archivist is not of the same kind: he collects documents produced by bodies engaged in the activities with which his service is concerned and within each archive group he decides what is worth preserving and what should be destroyed.

93. The primary function served by archives is, as we have seen, a legal one and relates to the management of the legal papers and working files of a particular body; they contain the knowledge accumulated by that body for its own purposes concerning itself. Libraries house the knowledge of others with a view to making it generally available.

Archivists and documentalists

94. Archives differ in the same way from documentation, which treats of specialized knowledge. The profession of documentalist is a recent one, linked to the proliferation of increasingly specialized information and the emergence of modern methods and techniques designed to afford rapid access to current information concerning a specific subject or field.

95. It can be said that, to a certain extent, all archivists are also documentalists and that, technically speaking, documentation is an activity that takes place at a stage subsequent to the archival process proper. Archives thus perform documentary functions by satisfying information requirements. These documentary functions have an essentially retrospective character. For that reason, documents from the past and the present have to be kept indefinitely for future requirements. Documentation, on the contrary, has a topical character in that the object is to collect together all information, whatever its origin, concerning a particular subject, and this information has to be of current interest in order to meet present needs; then, once it is out of date, it is discarded. Thus, archivists preserve source material to serve as historical documentation for research, while documentalists collect current documentation

for research. These differences of approach also go hand in hand with differences in methods. The idea of the archives groups and of respect for the holdings and files received by the archivist contrasts with the classification by subject or subject-matter of the documents or files that the documentalist collects together and keeps up to date in particular fields.

(b) Points of similarity

96. It seems at first glance somewhat illusory to wish to find points of similarity between these three professions which, as we have just seen have essentially different outlooks: the fields covered are not the same, their purposes are not comparable, and their methods are not interchangeable.

97. As, however, all three fall into the category of information sciences, each of them has, in its respective field, the same function, which is to inform.

98. Some organizations are even compelled by necessity to entrust the three tasks to a single service. In some countries, the person responsible is often an archivist who, on account of his profession, is more easily able to collect specific documentation and to build up a library. Moreover, all archives depositories possess documentary holdings and a specialized library, which are essential for them to perform their role of informing the public. In other countries, it is also fairly easy for a librarian to collect together specialized documentation or an archives group and, likewise, elsewhere, for a documentalist to assemble a library collection.

99. What is important is that archives be stored, dealt with and catalogued by means of methods and techniques specially suited to them, and this also applies to books or documentation, as the mixing of different types of approach results in losses, pointless expenditure and inefficiency.

100. This example of a single service performing the three tasks, although neither satisfactory nor desirable, shows that there really are points of similarity between them, relating essentially to storage and access. Libraries and documentation centres are currently having to contend with problems of space and consequently with the need to weed out material, and it is here that knowledge of the three professions is essential.

101. The use of such techniques or media as printing, duplication, reprography, film, microfilm, microfiche, magnetic tape, etc., no longer automatically signifies that what is involved is a library book, archives or information. The medium no longer corresponds to a particular category of document, the constraints arising from the techniques employed for the acquisition and automatic processing of data are the same in each case.

(c) Preservation of the national heritage and preservation of information

102. The distinction that we have just observed between archives and libraries also exists in museums, transposed to objects. Thus museums fall into two categories: those that house works of art and are consequently the result of a choice, the end-product of a process of collection, and ethnographic museums, which bring together all the material objects produced by a human group at a particular stage in its existence.

103. On the one hand we find works of art, on the other, objects, utensils and tools of everyday life; on the one hand, we find books, works of the mind, on the other, documents, objects and instruments of everyday life. Written materials today, however, are no longer the only source of information. The preservation of the national heritage involves both objects and written materials, and the harmonization of the professions concerned with information should be able to be extended to take in the training of museum curators.

II. THE HARMONIZATION OF TRAINING PROGRAMMES

(a) General considerations concerning the content of a standard programme

104. The profession of archivist, like all those concerned with information, necessitates a broad and solid general culture and great open-mindedness. Generally speaking, on account of the fields of activity in which they are engaged, archivists need to have a thorough knowledge of public institutions and government departments, the organization of business undertakings and the history of the country in which they work (as most of them will be working in public archives services).

105. The profession of archivist, like other professions concerned with information, is an essentially practical one, in which experience, know-how and the ability to adapt are essential. This is why, in addition to theoretical instruction for the acquisition of knowledge, methods and techniques, an essential part of the training programme should be devoted not only to practical work, guided study and case studies but also introductory courses, study tours, holiday courses, etc., for the purpose of trying out methods and becoming thoroughly familiar with the use of techniques.

(b) Theoretical grid of standard programme

Training of professional archivists

106. It is possible, in the light of the functions defined above, to outline a theoretical grid of fields of study, arranged in four parts:

thorough study of general culture;

acquisition of the knowledge essential for the performance of duties;

ancient and modern languages;

archives science.

(a) Thorough study of general culture:

general chronology and detailed national chronology;

national history in detail;

national geography;

economics;

history of scientific ideas and technological achievements;

introduction to linguistics.

(b) Basic knowledge:

This may be divided into two groups:

history-related disciplines;

contemporary problems.

History-related disciplines:

general and national historiography (the history of history);

diplomatics;

palaeography;

archaeology and museography;

history of national institutions;

economic and social history;

historical geography;

historical and retrospective bibliography;

research methodology;

philology.

Contemporary problems:

institutions, public law and administrative science;

logic and mathematics, statistics, demography;

private law;

oral sources;

documentation techniques;

librarianship.

(c) Languages:

dead languages and dialects used in the documents preserved in the country's archives;

languages of international communication.

(d) Archives science:

archives science as one of the information sciences (definitions and bibliography);

history of archives, libraries and documentation;

theory and principles of archives science;

theory and practice of the main functions of archives science: transfer, selection, classification, description and indexing;

research tools;

information science as applied to archives and documents;

typology of holdings and specific handling procedures;

the three stages in the life of archives, current and semi-current records;

access to documents;

scientific, educational and cultural uses of archives (organization of the use of documents);

psychosociology of communications;

national archives laws and regulations;

organization and operation of the national archives;

organization and management of a service;

buildings and facilities;

preservation and restoration;

microfilm and reprography.

(e) Introductory course, practical work, visits, full-time practice course lasting at least one term.

(f) Personal research activities leading to an extended essay or a thesis.

107. This framework for training could be made more specific and more detailed. Suffice it to say that it corresponds to a course of training lasting between four and six years depending on the country.

108. For in those countries that have only very recently emerged, whose history is short and whose archives do not go back very far, a large number of the aforementioned disciplines do not need to be taught. Training in such countries will be less historical in character and directed more towards the information sciences, but care must be taken not to lose sight of the historical dimension, which cannot afford to be neglected when working out criteria for the sorting and weeding out of documents.

109. In the older States, however, it may be wondered whether thorough-going, comprehensive education can be provided and whether, subsequent to a common core course, the possibility should not be envisaged of courses of specialized further training (historical archives, file management, scientific and technical archives).

Training of sub-professional archivists

110. Training is again in four parts:

further studies in general culture;

acquisition of the basic knowledge essential for the performance of duties;

modern languages;

archives science proper.

111. The following standard programme could therefore be proposed:

(a) Further studies in general culture:

contemporary national history;

national geography;

general chronology and detailed national chronology;

national economic and social history;

grammar and drafting in the national language;

condensation of texts;

typing.

(b) Basic knowledge of contemporary problems:

contemporary institutions and the country's public administrative and financial law;

administrative geography and introduction to cartography;

grounding in mathematics, statistics and demography;

history of science and technology;

general, historical and legal bibliography;

oral sources;

private law and corporation law;

introduction to documentation;

introduction to bibliography (cataloguing, etc.).

(c) Languages:

written modern languages used in the country.

(d) Archives science:

archives science as one of the information sciences, definition and bibliography;

history of archives, libraries and documentation;

theory and principles of archives science;

the main functions of archives science:

technique of transfers;

technique of selection;

storage, classification, referencing;

description (analysis and indexing);

data processing applications and documentary informatics;

typology of holdings and specific handling procedures;

current records and the three stages in the life of archives;

regulations governing access;

scientific, educational and cultural uses of archives;

psychosociology of communications;

national archives laws and regulations;

organization and operation of the national archives;

organization and management of a service;

buildings and facilities;

preservation and restoration;

microfilm and reprography.

(e) Introductory course, practical work and one-month full-time practice course.

112. This framework could be made more specific and more detailed, but not in the context of this study. Suffice it to say that, in view of the special features of each country's archives, this basic training may last between two and three years and that each of the fields of study listed here may be developed to a lesser or greater degree in accordance with national requirements.

113. As we have seen, it is not possible, in view of the differences between countries, to establish a detailed programme: in countries where texts are written in several official languages there will be archivists who are able to understand all these languages; in countries where there are vast quantities of old archives there will be archivists specializing in such archives (the date limits of which also vary from one country to another) or in contemporary archives, while in other countries archivists will be trained for contemporary archives who will also be able to deal with old archives. There will also be different history-related disciplines from one country to another. The list of such differences is endless.

114. Moreover, such training must also take into account what already exists and cannot be altogether overlooked. In addition, the recruitment levels decided on and the length of training of archivists, while first taking account of educational requirements and genuine training needs, should be such as to make it easier for graduates to take up administrative and professional duties in the country's civil service, in semi-public bodies and in the private sector.

115. It is for this reason that the grids that we are proposing are merely illustrative: certain disciplines will need to be taught in one place and will present no interest in another. It would consequently have been all the more unrealistic to have indicated the number of hours of training or the number of credits for each subject.

116. Notwithstanding these reservations, we have stressed that harmonization of programmes is not only desirable but also necessary. We have therefore, in the following section, made an attempt to outline two theoretical cases of such harmonization that show both the points of similarity and the points of difference.

III. PRESENTATION OF TWO POSSIBLE CASES

117. The theoretical case of harmonization that we are going to describe relates to a long course of training, i.e. a comprehensive programme covering all the disciplines that need to be mastered by archivists and not limited to occupational training.

118. First option: not a school for archivists alone, but a School of Information Sciences, that is to say one where librarians and documentalists are also trained, on account of the fact that they are all engaged in one aspect of the same profession - information handling. Thus, there are common courses, common training, and a state of mind directed essentially towards information handling.

119. Second option: the two levels. There are two levels of training: for the first level (sub-professional), there is a three-year training programme after the secondary school-leaving certificate and a recruitment examination; for the second level (professional), there is a four-year training programme after the first university diploma.

120. Third option: the standard programme of training is divided into three types of studies:

(A) Common core courses: these are courses to be followed by future archivists, but also by future librarians, documentalists and museum specialists. These will be joined by those wishing to receive in-service vocational training, such as engineers, architects, doctors, lawyers, notaries, administrators, etc., who have felt a need in their respective fields to classify and use existing information or to sort their documentation and make it available to others.

(B) Basic knowledge: knowledge that must be possessed by all archivists, regardless of the category to which they belong. In some cases an indication will be given in parentheses of other students for whom these courses are designed.

(C) Specialized courses: these provide an opportunity for the archivist to acquire the requisite knowledge or to perform the personal work necessary for his training to be fully in line with his needs. Here again, the courses to be followed by students in other branches of study are shown in parentheses.

FIRST YEAR - ARCHIVISTS

	SUB-PROFESSIONAL LEVEL	PROFESSIONAL LEVEL
A. Courses common to all sections.	1. General introduction to the fields of preservation, information and communication. 2. Buildings. 3. The protection and restoration of manuscripts and printed documents, works of art and objects. 4. Audio-visual, mechanized and computerized techniques and methods.	
B. Basic knowledge for archives.	1. National institutions. 2. Historiography and bibliography. 3. Archives science, palaeography and mediaeval, modern and contemporary diplomatics. 4. Languages (modern and/or ancient languages used in national archives documents).	
C. Specialization.	1. National history (this course is also intended for documentalists and museum technicians).	1. Introduction to historical research (this course is also intended for science librarians). 2. One-month courses: 15 days in an archives service; 8 days in a library or documentation centre; 8 days in a museum.

SECOND YEAR - ARCHIVISTS

	SUB-PROFESSIONAL LEVEL	PROFESSIONAL LEVEL
A. Courses common to all sections.	1. Methods (differences and common features) used in archives, libraries, museums and documentation centres: accessioning; referencing; lists and catalogues. 2. Relations between these professions: weeding-out and exchange procedures. 3. Access to documents and exhibitions.	
B. Basic knowledge.	1. Systems for the classification of early archives. 2. Referencing and weeding-out in contemporary archives. 3. Informatics and data-processing applied to archives. 4. Languages (modern and/or ancient languages used in national archives documents).	
C. Specialization.	Part-time practical course. 1st six months: early archives depository. 2nd six months: contemporary archives depository or vice-versa.	1. History-related disciplines (these courses may also be common to librarians and museologists). 2. Research seminar and choice of a thesis.

THIRD YEAR - ARCHIVISTS

All courses then become specialized.

SUB-PROFESSIONAL LEVEL

1. Course (part-time) on methods of classifying archives, ordinary holdings and special holdings.

2. Practical course (part-time) in a public or private archives depository centring on an early or contemporary archives group, according to the archivist's choice.

3. Language courses (where appropriate).

ARCHIVIST'S DIPLOMA (sub-professional level).

PROFESSIONAL LEVEL

1. History-related disciplines (continuation of 2nd-year courses).

2. Research seminar - thesis or extended essay.

3. Supervision of a service: staff, accounts, relations with public and private bodies, public relations.

FOURTH YEAR - ARCHIVISTS

PROFESSIONAL LEVEL

Practical course:

2 months full-time in a national archives depository;

2 months full-time in a local archives depository;

2 months full-time in a business archives depository.

Thesis:

submission of the thesis or extended essay prepared in the 2nd and 3rd years in the first term of the academic year;

oral examination on thesis at end of academic year.

DIPLOMA OF ARCHIVES CURATOR.

COMMON CORE COURSES

1. For all sections

1st year	1.	General introduction
	2.	Buildings
	3.	Restoration of documents
	4.	Techniques and methods
2nd year	1.	Methods of accessioning, referencing and cataloguing
	2.	Weeding-out and exchange
	3.	Access to documents and exhibitions

2. For archivists and librarians

1st year	2.	Historiography and bibliography
	4.	Modern languages
	(professional level):	
	1.	Introduction to historical research
2nd year) and 3rd year)	(professional level)	History-related disciplines; Research seminar

3. For archivists and documentalists

1st year	1.	National institutions
		National history

4. For archivists and museum specialists

1st year	(sub-professional level)	National history
2nd year) and 3rd year)	(professional level)	History-related disciplines (A few courses only)

5. For all professionals

3rd year Management of a service

121. The second theoretical case of harmonization that I have devised does not fall into the category of inherently structured training, but into that of flexible training, i.e. a short course of vocational training subsequent to higher education.

122. First option: it is taken for granted that the student has received higher education. Training in this case is of a purely vocational character. Students are required to have a master's degree in history (four years after the secondary school-leaving certificate), which means that they already have a grounding in research.

123. Second option: the course of training is short, involving a year of specialized study. Training will thus centre, on the one hand, on the acquisition of methods, catering to all students and, on the other, on the acquisition of knowledge specific to each field of specialization.

124. Third option: it is quite clear that since what is involved is a short course of specialized training devoted exclusively to the learning of professional techniques, there can be no question of training together librarians or documentalists who will need to have received different types of higher education (humanities, law, economics, science, technical education, medicine...).

125. Fourth option: as this is a post-graduate course of training, it is intended for professional archivists. It could conceivably be followed by students who have received only two years of higher education and who would then have an archivist's diploma (sub-professional level).

Year of specialized training in archives science

(1) Common core course: acquisition of methods:

general introduction to archives science (history, principles, etc.);

methods (acquisition, weeding-out, classification, description, referencing, access);

preservation;

supervision of a service;

informatics applied to archives.

(2) Course with choice of specialization in specific fields:

(a) early archives:

history-related disciplines;

historiography and bibliography;

practical work in an early archives depository;

(b) contemporary archives of national government offices (file management and pre-archival stage):

contemporary institutions and administrative sciences;

practical work in pre-archival depository;

(c) archives of local authorities:

early and present-day local institutions;

practical work in a provincial or city archives depository;

(d) business archives:

organization and management of business enterprises;

practical work in the archives service of a business enterprise;

(e) scientific and technical archives:

history of science and technology;

special documents;

practical work in the archives service of a consultant's office or research laboratory;

(f) archives of the developing countries:

history and institutions of the developing countries and specific problems;

practical work in a developing country.

CONCLUSION

126. In describing these programmes, I have indicated how, in my opinion, it was possible to arrive at general standards guaranteeing a minimum of university knowledge and vocational training in archives science.

127. At the same time we have seen that those standards are limited by the very nature of archives, but we have also seen what the prospects are for broadening those standards so as to achieve harmonization with other professions. It becomes apparent that there is a need to avoid compartmentalizing such training into so many schools or institutes and that, on the contrary, establishments or different sections should be set up that will enable those professionally engaged in the fields of information and communication, whose importance is growing daily, to be trained together.

128. This would enable archives depositories to be provided with the specialized archivists who are becoming increasingly necessary to them. Along the same lines, the possibility should be considered of providing training in archives science for persons who have received advanced scientific training (engineers, research workers, etc.).

129. It can be said that harmonization of training programmes can be achieved through the establishment of a pilot programme which might serve as a model for the various training centres. This would result in the harmonization of the subjects taught and in comparable qualifications.

130. While techniques and methods may be the same, however, there will be a great deal of difference in contents. Each country is a specific entity, it has its own identity and history and is marked by political and institutional realities which are specific to it. In contrast with librarians who all house in their

libraries "the world's memory", each archivist preserves the memory only of the institution or institutions of whose archives he is the custodian, in other words something unique. The content of the training of archivists will accordingly vary a great deal from one country to another.

ANNEXES

1. France. Paris. Ecole nationale des chartes .....
2. Allemagne fédérale. Hesse, Marbourg. Archivschule Marburg....
3. République démocratique d'Allemagne. Potsdam. Institut für Archivwissenschaft .....
4. Autriche. Vienne. Institut für Oesterreichische Geschichtsforschung .....
5. Grande-Bretagne. Londres. School of Library, Archive and information Studies .....
6. France. Universités de Rennes II, Mulhouse et Nice .....
7. Etats-Unis d'Amérique. Archival education .....
8. Canada. Ontario, London. School of Library and Information Science .....
9. Sénégal. Dakar. Ecole des bibliothécaires, archivistes et documentalistes .....
10. Vénézuéla. Caracas. Escuela de bibliotecologica y archivolo-gia..
11. Colombie. Bogota. Escuela di bibliotecarios y archivistas...
12. Etats-Unis d'Amérique. The National Archives and Records Service, The Library of Congress: "Introduction to modern archives administration" .....
13. France. Paris. Stage international technique des Archives de France .....
14. Australie. Kensington. Cours de spécialisation de l'université de Nouvelle-Galles du Sud .....

français

FRANCE

Paris

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Ecole des chartes

I Niveau du recrutement

Les élèves, après le baccalauréat, suivent au lycée des cours préparatoires au concours d'entrée. La durée moyenne est de trois ans.

Programme des cours (1100 heures pour deux ans)

Histoire du Moyen Age français

Histoire de la France moderne et contemporaine

Latin

Géographie historique

Français

Langue vivante

Contrôle continu oral des connaissances en histoire et en latin (160 interrogations en deux ans)

Concours d'entrée écrit et oral

Histoire du MoyenAge

Histoire moderne et contemporaine

Version latine et thème latin (sans dictionnaires)

Géographie historique

Langue vivante (anglais ou allemand)

II Durée des études

4 ans dont six mois de stage pratique (examen de passage à la fin de chaque année) et stage d'informatique de 15 jours

.../

1) Cours de caractère professionnel (160 heures)

Sources d'archives et documents diplomatiques du Moyen Age

Sources d'archives de l'époque moderne

Archivistique contemporaine

Mathématique

Informatique

2) Sciences auxiliaires (448 heures)

Diplomatique

Paléographie médiévale et moderne

Bibliographie et catalogage

Historiographie

Philologie romane

Latin médiéval

Archéologie

Histoire du livre

3) Disciplines historiques (160 heures)

Histoire du droit privé

Histoire et tradition manuscrite des textes littéraires

Histoire des institutions modernes

Institutions contemporaines

Histoire économique et sociale du Moyen Age

Histoire économique et sociale moderne et contemporaine

4) Cours à option (224 heures au choix)

Langue et littérature romanes

Archéologie et histoire de l'art

Histoire du livre imprimé

Edition et critique des documents diplomatiques du Moyen Age

Droit privé

Sources cartographiques
Sources d'archives à l'époque moderne
Etude des manuscrits contemporains
Archives imprimées
Structures et archives des entreprises

5) Recherche personnelle

Présentation d'une thèse (préparée pendant toute la durée des études et soutenue en quatrième année)

6) Stages

Stage de 1 semaine en première année
Stage de 2 semaines (informatique)
Stage technique:

- 35 conférences
- travail de classement aux Archives nationales (3 mois)
- Archives départementales (3 mois à temps plein)
- Visites de services et voyage d'études

IV Diplôme

Le diplôme d'archiviste paléographe permet de se présenter au concours de recrutement des conservateurs d'archives.

(Renseignements de 1979)

ALLEMAGNE FEDERALE

Marbourg (Hesse)

Archivschule Marburg - Institut für Archivwissenschaft

A Höherer Dienst (niveau scientifique) -

I Niveau de recrutement

Titre requis: doctorat universitaire, de préférence en histoire.

Les élèves sont délégués par les autorités archivistiques de la fédération, des états, des villes ou des églises. D'autres peuvent, exceptionnellement, être désignés par le ministère de l'instruction publique de Hesse.

II Durée des études

18 mois

III Programme des études

Cours: 900 heures. Conférences annexes et visites d'études.

1. Cours de caractère professionnel (320 heures)

- Archivistique
- Histoire régionale allemande et histoire des archives allemandes
- Archives audio-visuelles
- Archives économiques
- Informatique
- Conservation et restauration des documents

20 conférences de 2 heures faites par des archivistes et des professeurs allemands et étrangers sur les archives d'Allemagne, sur le système archivistique d'autres pays européens et sur des problèmes spéciaux de l'archivistique.

2. Sciences auxiliaires (360 heures)

- Diplomatique et paléographie du Moyen Age (latin et haut allemand)
- Diplomatique et paléographie récentes
- Héraldique
- Sigillographie
- Chronologie
- Généalogie
- Numismatique
- Français (lecture de documents français)

3. Disciplines historiques (220 heures)

- Histoire des institutions
- Histoire du droit au Moyen Age
- Histoire du droit moderne
- Droit administratif

4. Travaux pratiques (350 heures)

- Travaux de classement
- Restauration de documents
- Photographie de documents
- Introduction à la bibliothéconomie, documentation, informatique

5. Recherche personnelle

Néant

6. Stages

1 1/2 mois aux Archives Fédérales à Coblence

7. Visites et voyage d'études

3 excursions d'intérêt historique et artistique.
Voyage d'études de 4 à 5 jours

IV Le diplôme

L'école prépare à l'examen de recrutement des archivistes d'Etat, Archiv-Assessor.

La durée totale de formation des archivistes aura été de six ans d'études supérieures.

(renseignements 1979)

allemand

ALLEMAGNE FEDERALE

Marbourg (Hesse)

Archivschule Marburg - Institut für Archivwissenschaft

B Gehobener Dienst (niveau technicien)

I Baccalauréat

Les élèves sont délégués par les autorités archivistiques de la fédération, des états, des villes ou des églises. D'autres peuvent, exceptionnellement, être désignés par le ministère de l'instruction publique de Hesse.

II 18 mois

III 1. études de base (Grundstudium) - 4 mois

380 heures (Histoire générale, histoire des institutions, histoire du droit, histoire d'économie, histoire de l'art, sciences auxiliaires, sciences sociales, critique des sources, sciences d'économie et des finances, Latin, Français)

2. études principales (Hauptstudium) - 13 mois

900 heures total, dont
460 archivistique, archives audio-visuelles, conservation et restauration des documents, documentation et informatique, histoire regionale d'Allemagne et histoire des archives
160 sciences auxiliaires du Moyen Age et récentes (Histoire des institutions, histoire du droit au Moyen Age, histoire du droit moderne, droit administratif)
140 lecture de documents latins, allemands et francais
30 Monuments historiques
80 Droit public et administratif, droit et administration moderne
30 Bibliothéconomie

III 4. Travaux pratiques (350 heures)

- Travaux de classement
- Restauration de documents
- Photographie de documents
- Introduction à la bibliothéconomie, documentation, informatique

5. Néant

6. Néant

7. 3 excursions d'intérêt historique et d'art, voyage d'études de 3-4 jours

IV L'école prépare à l'examen de recrutement des sousarchivistes aux archives d'etat, des villes. ou des églises

(renseignements 1979)

Annexe 3

allemand

REPUBLIQUE DEMOCRATIQUE D'ALLEMAGNE

Potsdam

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Institut für Archivwissenschaft der Humbold-Universität zu Berlin

I Niveau du recrutement

Titre requis: diplôme universitaire en histoire, science économique, droit ou éventuellement autre matière.

Examen d'entrée oral: aptitude au métier, histoire du droit et des institutions, sciences auxiliaires

écrit: versions latine, française et russe

II Durée des études

18 mois

III Programme des études

950 heures de cours. Stage. Visites d'étude.

1) Cours de caractère professionnel (255 heures)

Archivistique

Philosophie marxiste et archivistique (problèmes méthodologiques)

.../

Archives courantes administratives et économiques de la R.D.A.

Questions principales de l'étude des sources historiques

Conférences sur la bibliothéconomie, la muséographie et les archives des pays étrangers

2) Sciences auxiliaires (390 heures)

Paléographie

Diplomatique médiévale (y compris la chronologie, la sigillographie et l'héraldique)

Diplomatique étatique

Diplomatique de l'économie capitaliste et socialiste

Lecture de sources russes

Lecture de sources françaises

3) Disciplines historiques (310 heures)

Histoire du droit public et des institutions jusqu'en 1945

Histoire des institutions de la R.D.A.

Histoire du droit allemand

Histoire économique des XIXème et XXème siècles

Histoire régionale et locale

Géographie historique et cartographie

4) Spécialisation possible pour ceux qui désirent devenir archivistes économiques et littéraires

5) Recherche personnelle

Néant

.../

6) Stage

Un stage de 4 à 6 semaines a lieu avant les cours de l'école.

7) Visites d'études

dans les dépôts d'archives de la République démocratique allemande

IV Diplôme

Un diplôme d'Etat est délivré aux élèves ayant réussi l'examen de fin d'études.

La durée totale des études supérieures aura été de 4 ans et demi.

(Renseignements pris en 1966)

AUTRICHE

Vienne

—

Institut für Oesterreichische Geschichtsforschung

I Niveau de recrutement

Examen d'entrée à l'Institut pour les étudiants ayant accompli deux années de licence et une année préparatoire.

1) Programme du cours préparatoire (240 heures)
   - sources de l'histoire autrichienne
   - paléographie latine
   - "paléographie" récente
   - chronologie
2) Examen d'entrée
   - histoire d'Autriche
   - histoire des institutions
   - paléographie
   - chronologie
   - version latine
   - version française

II Durée des études

2 ans

III Programme des études

1) Cours de caractère professionnel
   - archivistique et diplomatique de l'ère moderne
   - bibliothéconomie et bibliographie
   - muséographie et conservation des monuments
2) Sciences auxiliaires
   - diplomatique spéciale
   - sigillographie. Héraldique. Généalogie
   - numismatique et histoire monétaire
   - "paléographie" récente
3) Disciplines historiques
   - histoire du droit public et des institutions
   - histoire de l'art ou diplomatique pontificale
   - histoire de l'art autrichien
4) Cours à option
   - Latin médiéval
   - Haut allemand
   - Grec
   - Langue contemporaine (français obligatoire); italien ou langue slave
   - Edition de textes
   - Droit romain et droit privé
   - Géographie historique
   - Histoire régionale
   - Documents photographiques

5) Recherches personnelles
Présentation d'une dissertation sur un sujet libre

6) Stage
néant

7) Visites et voyage d'études
néant

IV Diplôme

Les élèves reçoivent un diplôme d'Etat d'archiviste délivré après un examen et la présentation de la dissertation.

La durée totale des études supérieures aura été de cinq ans; les étudiants n'auront pas seulement reçu une formation professionnelle d'archiviste mais aussi une formation de chercheur sanctionnée par la soutenance d'une dissertation.

(Renseignements datant de juin 1979)

Annexe 5
anglais

GRANDE-BRETAGNE

UNIVERSITY COLLEGE LONDON

SCHOOL OF LIBRARY, ARCHIVE AND INFORMATION STUDIES

Diploma Course in Archive Studies (nine months)

With effect from October, 1970, the following lecture courses, leading to corresponding examinations, will come into operation. The effect of the new syllabus is to increase the number of options and to create three 'streams' designed to meet the needs of (1) British archivists who need instruction in handling older material, (2) British archivists who are concerned with post-medieval, in fact, mainly modern documents, (3) archivists from overseas whose needs will be partly the same as those of British modern archivists but who will also need instruction relevant to their own countries. Apart from the three subjects listed under Basic Instruction, however, all subjects are available to all three types of student and the six options which have to be selected can be freely chosen to meet the needs of individuals. The only limit on freedom of choice is that the options chosen must add up to a coherent whole, and that they must be approved by the Director.

At the time of issue of this notice details of course have still to be worked out and it is possible that the length of some courses may be changed.

The regulations published by the University of London, and in the School's Prospectus, remain applicable in all other respects, except that a knowledge of Latin is not necessary for students not doing medieval courses, and an honours degree in any subject-field is acceptable.

SYLLABUS

The syllabus is divided into two parts. Part I will be taken in its entirety by all students, and will furnish three of the total of nine papers of which the examination will consist. The remaining six papers will be in subjects chosen by the student from Part II, subject to the approval of the Director.

I. Basic Instruction

It is intended that most of this part of the course shall be delivered during the first months of the course, for the benefit of students not aiming at a Diploma who may wish to attend these lectures only.

1. Record Office Management. 18 lectures and demonstrations.
   1 examination paper of 3 hours.

2. Records Management. About 12 lectures.
   1 examination paper of 2 hours.

3. Preparation of finding aids. 10 lectures.
   1 examination paper of 3 hours, or examination of course work.

   This course will deal with the making of lists, catalogues, calendars, etc.

. . . . . / 2.

II. Optional Subjects

1. Administrative History: English, early. About 13 lectures.
   1 examination paper of 3 hours.

   Will cover central and local administration up to about 1800. About 4 lectures will be on English Ecclesiastical Archives. Apart from these the course will probably take place during the first term.

2. Administrative History; English, modern. About 10 lectures.
   1 examination paper of 3 hours.

   Will cover central and local administration from about 1800 onwards.

3. Administrative History; Overseas. 20-24 lectures.
   1 examination paper of 3 hours.

   Half the course will probably deal with British Departmental and other records, and the rest with the history of the student's own area.

4. Reading and Interpretation of Documents; English, medieval. 20-22 lectures.
   1 examination paper of 3 hours, to include translation from Latin.

5. Reading and Interpretation of Documents; English, modern. 20-22 lectures.
   1 examination paper of 3 hours.

6. Reading and Interpretation of Documents; foreign languages. 20-22 lectures.
   1 examination paper of 3 hours.

   This course will be provided, when required, to meet the needs of particular students. Certain languages may not be available in the 1970/1971 session.

7. Description of Medieval Records (including Latin documents). About 15 lectures.
   1 examination paper of 3 hours.

   Will include the description of seals.

8. The Law of Real Property. About 20 lectures.
   1 examination paper of 3 hours.

   Will cover the period 1922 onwards.

9. Local Government Organisation. About 18 lectures.
   1 examination paper of 3 hours.

10. Historical and Bibliographical Sources; England and Wales. 24 lectures.
    1 examination paper of 3 hours.

    Will cover manuscript and printed materials relevant to the study of English local history in particular.

11. Historical and Bibliographical Sources; Overseas. 24 lectures and seminars.
    1 examination paper of 3 hours.

    The course will be directed towards the needs of individual students from different parts of the world.

. . . . . / 3.

12. The History and Development of Company Law and Accounting. Number of lectures not yet decided.
    1 examination paper of 3 hours.

13. The History and Literature of Science and Technology. About 15 lectures plus seminars.
    1 examination paper of 3 hours, plus course work.

14. Information Studies. About 15 lectures plus seminars.
    1 examination paper of 3 hours, plus course work.

    Will include the use of computers.

May, 1970

Annexe 6

français

FRANCE

Universités de Rennes II, Mulhouse et Nice

I Niveau de recrutement

DUEL (diplôme universitaire d'études littéraires)option histoire (deux ans d'études)

II Durée des études

1 an

III Programme des études

350 à 400 heures de cours

1) Cours de caractère professionnel (100 heures)

Archivistique

Techniques de documentation

2) Sciences auxiliaires

néant à Mulhouse

cours à option à Rennes (200 heures)

Paléographie médiévale et moderne

Latin médiéval

Ancien français

Méthodes de l'histoire des arts et archéologie

.../

3) Disciplines historiques (100 heures)
Histoire des institutions françaises

IV Diplôme

Licence des techniques d'archives et de documentation

(Renseignements de 1979)

Annexe 7

anglais

ETATS-UNIS

Archival Education

I Multicourse programs

32 programs listed in 1978 SAA Education Directory

	Courses	Hours	School
Alberta	2	6	Lib. Sci.
American	2	6	
Auburn	2	7½	Hist.
Bowling Green	2	5	Hist.
Bringham Young	4	8	
UCLA	4	8	
Case Western Reserve	4	12	H/LS
Catholic	5	16	Lib. Sci.
Colorado State	5	15	Hist.
Colorado	2	7	Hist.
Denver	7	17	Hist.
Florida State	2	8	Hist.
Illinois	3	10	Lib. Sci.
Louisville	2	6	Hist.
Maryland	8	24	Lib. Sci.
Michigan State	3	6	Hist.
Michigan	2	6	Hist.
Minnesota	2	4	Hist.
Missouri	3	9	Lib. Sci.
Missouri KC	2	6	Hist.
New York Univ.	3	12	Hist.
North Carolina State	2	6	Hist.
North Dakota State	2	3	
Rosary	2	6	Lib. Sci.
Syracuse	2	6	Lib. Sci.
Texas Arlington	3	12	Hist.
Va. Commonwealth	2	6	Hist.
Wayne State	8	16	Hist.
Western Ontario	2	6	Lib. Sci.
Western Washington	3	14	Hist.
Wisconsin	6	19	Lib. Sci.
Wright State	4	7	Hist.

History	17½	Midwest	13
Library Science	10½	South	5
Unknown	4	Mtn-Plains	5
		Mid Atlantic	3
		NY/NE, Far West & Canada	2

CKPD has approved for multi-course graduate programs guidelines for

1. curricular content
2. practicum or laboratory work
   which should be in institutions meeting SAA standards

II Degree programs

Unlike France, Germany and Great Britain, we have no exclusively archival degree programs and their development seems unlikely.

A degree program requires

broad professional acceptance of graduation as a condition precedent for professional responsibility

a full-time faculty of at least 3 persons

a full archival curriculum including :
history of archives
archival theory
research methodology
language and paleography
conservation and technology
records management
administration of archives and manuscript collections
information management and machine-readable records
research monograph or thesis.

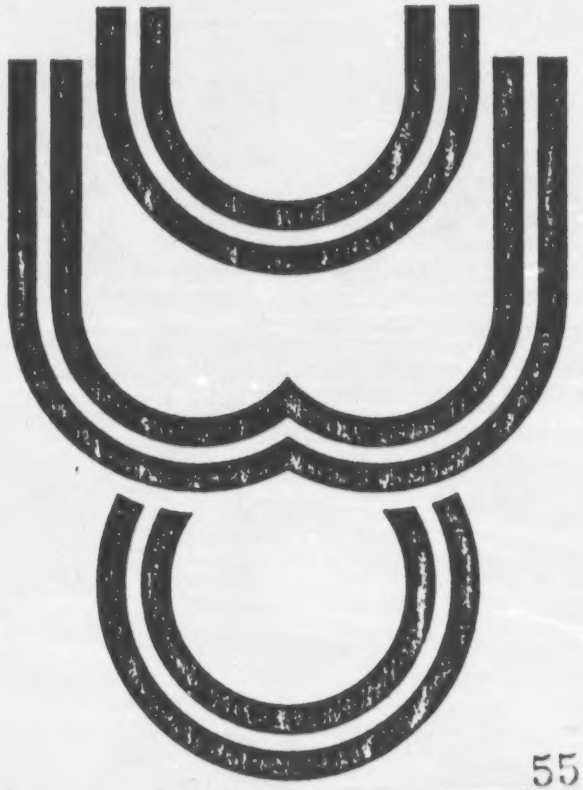
(February 1979)

anglais

Annexe 8

The University of Western Ontario
London, Ontario, Canada

1878-1978



Information available on request by writing to:
Office of the Registrar
The University of Western Ontario
London Ontario
N6A 5B8

Foreign Student Information
General Information for First Year Students.

Information on particular programs is available by writing to the Secretary of the Faculty or School concerned.
The University of Western Ontario
London, Ontario

Faculty of Medicine
Program in Occupational Therapy
Program in Physical Therapy
Faculty of Nursing
Faculty of Dentistry

School of Business Administration

Faculty of Law

Faculty of Graduate Studies
School of Library and Information Science
School of Journalism

Faculty of Music

Faculty of Physical Education

Summer School
French Summer School/ Cours d'Anglais
Extension Program
Continuing Education Classes
Correspondence Courses

Faculty of Education
Technical Teacher Education Program

PRINTED IN CANADA

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COURSES OF STUDY, 1978-79

The School offers courses which may be incorporated into three programs:

1. The University's 'special undergraduate student' program designed to prepare candidates for admission to graduate programs.
2. The School's M.L.S. program, either the two-term or three-term program.
3. The School's Ph.D. program.

All courses are technically half-courses, i.e., they are completed within one term. Every elective is not necessarily offered in any one term. A student in the two-term M.L.S. program needs 10 courses to complete the M.L.S., and one in the three-term program needs 15. A student in the Ph.D. program wil be required to take a minimum of four (and a maximum of six) elective courses in addition to the four required courses. These additional courses may be taken in other departments, or other universities, with the approval of the Dean of the School and the candidate's Advisory Committee, and may include specialized M.L.S. courses relevant to the candidate's preparation for his or her thesis work. The total course requirement for an individual candidate will be determined by the Advisory Committee, with approval by the Dean of the School, but will not normally exceed 10 courses.

The School's Council reserves the right to make changes in the curriculum. These changes are normally announced in a printed note issued as an addendum to the current calendar.

The 'Special Undergraduate' Program

Students with a three-year undergraduate degree who enrol as Special undergraduate students are normally required to complete a year (two terms) of study consisting of five full courses, preferably honors. With the permission of the Dean of the School, however, four half-courses may be taken within the School in lieu of two full undergraduate courses. All of these must be selected from the elective groups in the M.L.S. program. No more than two half-courses may be taken in any one of the two terms of prerequisite study. Application may be made to the School for admission to the M.L.S. program upon successful completion of the year of study.

M.L.S. Program

Seminar courses are grouped below under "required", "elective", and "special" courses. The first group contains the nine required courses of the program which cover all aspects of the field of library and information science with which every graduate of the program should be acquainted. The electives are intended to provide enrichment, some degree of specialization, or some specialized approach to the general body of knowledge and theory upon which the library and information profession is based. The special courses are intended to provide opportunity for individuals or small groups to explore or experiment with topics not covered adequately by existing courses.

Ph.D. Program

The curriculum consists of course work and certain non-course requirements. The courses are grouped below under "required", and "elective", and the non-course requirements are grouped separately. Some of the special courses available for M.L.S. students may also be taken in the common endeavour of exploring new areas of knowledge. The required courses are intended to provide adequate familiarity with research methods and with up-to-date knowledge of developments in the discipline to enable the student to

undertake a specific research task within the field of bibliographical control of information. The electives are intended to provide an opportunity for background study in preparation for writing a research proposal.

M.L.S. Program

Required courses 501-509

501 (Formerly 701) Bibliographic Control: Indexing, Cataloging, and Classification/*Staff*
Theory and practice in the organization of library materials and feasibility of improvements. Relation between the organization of literature and other information materials and the various latent and overt needs of users at all levels of specialization and sophistication in all kinds of library. Laboratory work in the application of different methods of organization.

+ 502 (Formerly 702) Information Service: User Needs and Retrieval of Information/*Staff*
Theory and practice in development and use of basic information resources and feasibility of improvements. Relation between present and future resources in the reference field and the needs of users of all kinds in all types of library. Laboratory work in bibliographical retrieval, reference, etc.

+ 503 (Formerly 707) Research Methods/*Staff*
Bibliographical, historical, experimental, and survey research in the field of library and information science and its relationship to research in other disciplines. Research terminology and tools such as statistics, questionnaires, computers, etc. Analysis of a specific library or bibliographic problem and evaluation of good research design. Writing research proposals and reports.

+ 504 (Formerly 705) Systems and Computers - Fundamentals/*Staff*
Principles of the organization and behaviour of systems. Applicability of systems analysis to the control of information. Use of the computer as a tool for the implementing and study of information handling.

Note: Courses 501, 502, 503, 504 are normally taken in the first term of the three-term program, together with one elective.

505 (Formerly 703) Collection Development: Selection, Acquisition, and Use/*Staff*
Theory and practice in the selection and evaluation of materials for library and information centre collections. Problems of improving the building and use of collections. Relation between the variety of materials available and the needs of users in all subject fields and types of libraries.

+ 506 (Formerly 704) Language, Logic, and Mathematics/*Staff*
Structural and functional attributes of various types of language used in human communication and derivative formal systems such as those of logic and numbers. Relationships between naturally occurring and constructed languages as applicable to the description and retrieval of recorded knowledge. Use of mathematical models in library and information science.

+ 507 (Formerly 708) Administrative Theory and Practice/*Staff*
Principles of administration and administrative practices in libraries and information centres. Identification of various categories of library operations and study of their coordination. Management functions in the context of a service institution. Relation of the library to its users, other

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organizations, and in networking contexts. Library and information science associations and their role in maintaining and developing the library and information profession.

Note: Courses 505, 506, 507 are normally taken in the second term of the three-year program, together with two electives.

+ 508 (Formerly 706) Systems and Computer Applications/*Staff*
Application of the computer to data and information handling requirements of the library and information centre. Analysis of library systems.

509 (Formerly 709) Masters Seminar/*Staff*
Philosophy of librarianship. Review of and reflection upon principles derived from other courses in the program. Examination of selected important issues in librarianship. Development of practices and thinking that will lead to continued intellectual and professional growth.

ABC Lab activity

Elective courses 510-589

514 (Formerly 765) Academic Libraries/*R. E. Lee, R. G. Prodrick*
Influence of the higher education field on the use of library resources. The relationship between the philosophy, curriculum and organization of academic institutions and the collections and services of the library. The academic library and its relations with its own users and the wider community.

518 (Formerly 724) Advanced Information Services/*C. L. Sproviori, J. H. White*
Further study of topics dealt with in course 502. Administrative aspects of providing reference and information services, and of use of on-line bibliographical searching. Techniques of query-handling and literature searching, evaluation and measurement of reference services, referral services. Training of reference personnel.

526 (Formerly 773) Art Libraries and Information/*J. H. Fyfe*
Special problems of cataloging and classification, reference, and acquisition of different materials handled in art libraries, the special characteristics of those materials, and their relation to planning, administration, and services of art libraries.

+ 530 (Formerly 775) Audiovisual Theory and Practice/*F. T. Dolan*
Exploration of the nature of communication with nonprint media, including identification of variables in the process of communication as related to human intelligence.

534 (Formerly 715) Bibliography and Librarianship/*C. M. Hotimsky*
Needs, both past and present, that bibliographers have attempted to satisfy, and methods used to this end. Relationship between bibliographies and catalogs (including library catalogs). Relationship between bibliography of all kinds and librarianship.

538 (Formerly 753) Bookcollecting and Librarianship/*W. J. Cameron, J. H. Fyfe, C. M. Hotimsky, B. McCamus*
Bookcollecting and the development of great collections from an historical perspective. The reciprocal relationship between book dealer and librarian-collector.

541 (Formerly 712) Canadiana/*T. C. Craven, C. M. Hotimsky*
Range and extent of Canadiana. Existing bibliographical resources and future needs. Acquisition programs for different types of library based on problems investigated in specific institutions. History and present state of Canadian publishing and the Canadian Copyright Law.

+ 545 (Formerly 725) Cataloging Theory and Practice/*L. C. Colvin, A. J. Jamieson, E. Svenonius*
Principles guiding catalog code design, examined critically from an historical as well as modern perspective. Study of the impact of computerization, networking, and international standardization on the design of the bibliographic record and authority record files and on the organization of technical services departments. Practice in cataloging especially in relation to changes in international cataloging standards.

549 (Formerly 762) Community Services/*E. S. Beacock, W. J. Cameron, S. D. Neill*
Analysis of the community for library and information services at the local, regional, and national levels. Relationship between education and public library service to the community. Professional community service work in public libraries and other community information systems.

553 (Formerly 714) Comparative Librarianship/*W. J. Cameron, S. Koskiala*
Comparative methods for studying librarianship. Factors that affect the theory and practice of librarianship in various countries and regions.

+ 557 (Formerly 723) Computerized Files and Applications/*F. T. Dolan, J. M. Tague*
Data structures and file organizations represented in the information field. Computerized library procedures and common programming techniques as practised in actual library environments.

+ + 561 (Formerly 792) Conservation and Preservation in Archives/*J. H. Fyfe, B. McCamus*
Evaluation of modern conservation techniques. Study of materials used in production of archival records and of the physical conditions needed

for proper preservation and security of those records. The role of the professional conservator, and the problems of ensuring durability and permanence he or she faces when dealing with archival materials.

565 Contemporary Children's Literature/*E. C. Donnelly, A. J. Jamieson, S. D. Neill*
Characteristics of twentieth century publications for children and young adults. Relationship between published literature read by children and the psychology of the child. Evaluation of representative current titles for use in libraries.

569 (Formerly 722) Design and Evaluation of Indexing Systems/*T. C. Craven, E. Svenonius*
Survey of a variety of indexing systems, both actual and suggested. Theories underlying design, implementation and evaluation of an original indexing system or systems.

573 (Formerly 755) Development of Children's Literature/*E. C. Donnelly, A. J. Jamieson, S. D. Neill*
Historical survey of literature for children, study of the world of childhood through the books they enjoy, and evaluation of the literature for children.

577 (Formerly 752) Development of Libraries and Librarianship: New World/*S. D. Neill, H. G. Schulte-Albert*
Factors that have affected library development in the New World and the part played by libraries in its intellectual history. Analysis of the impact of the Old World heritage in the shaping of a New World tradition. The influence of New World trends and accomplishments on recent developments in other countries.

578 (Formerly 751) Development of Libraries and Librarianship: Old World/*H. G. Schulte-Albert, W. J. Cameron*
Study of the forces that have shaped the development of libraries and the philosophy of librarianship from ancient times to the present. Principles of historical scholarship. Foundations for a philosophy of librarianship based upon study of library history.

++582 (Formerly 776) Government Documents/*A. J. Jamieson, H. G. Schulte-Albert*
The nature, extent, variety and value of government publications, methods of handling them (their selection, acquisition, organization, and use) in libraries and information centres. Complexities of organization and function of governmental and intergovernmental bodies which affect the production and distribution of government publications.

584 (Formerly 767) Health Sciences Libraries/*G. R. Pendrill*
Information needs of the medical and allied professions and ways of providing library and information services for them.

585 (Formerly 777) Information Resources in the Health Sciences/*G. R. Pendrill*
The organization and subject content of the literature used by the medical and allied professions, and its historical development.

588 (Formerly 774) Information Resources in Languages other than English/*C. M. Hotimsky, H. G. Schulte-Albert*
National, cultural, and linguistic differences in approach to the organization and retrieval of information. Application of knowledge of language

families, scripts, alphabets, and transliteration schemes to library reference and acquisition tools.

589 Information Sources and Services in the Humanities/*A. J. Jamieson, J. H. White*
The nature of the humanities and the organization of their literatures. Information needs of researchers and practitioners in the humanities and their use of information. Evaluation of effectiveness of library and information services in meeting these special needs.

591 Information Sources and Services in Science and Technology/*G. R. Pendrill*
Nature of the sciences and technology and organization of scientific and technical research. Information needs of researchers and practitioners in science and technology, and their use of information. Specialized forms of literature and information in science and technology. Organization of library and information services and their evaluation.

+592 Information Sources and Services in the Social Sciences/*A. J. Jamieson, J. H. White*
Nature of social sciences and organization of their literature. Information needs of researchers and practitioners in the social sciences and their use of information. Organization of library and information services and their evaluation.

++595 (Formerly 791) Introduction to Archives Administration/*J. H. Fyfe*
A survey of the historical evolution of agencies and institutions responsible for preserving archival records, comparison of principles of archival science and similar disciplines, study of use of archival records, their management, and physical housing and organization.

600 (Formerly 731) Library Planning/*M. Beckman, S. Langmead, R. G. Prodrick*
Principles of library design, identification of elements in library architecture and their governing factors, relationship between design and function, areas of responsibility assigned to each professional concerned, relationship between library building and the physical environment, library services and community served.

604 (Formerly 772) Music Libraries and Information/*Staff*
Special problems of cataloging and classification, reference, and acquisition of different materials handled in music libraries, the special characteristics of those materials, and their relation to the planning, administration, and services of music libraries.

608 (Formerly 716) Operational Research in Library and Information Science/*J. M. Tague*
Elements of techniques of operational research commonly used in the analysis of library and information systems. Critical evaluation of current literature in the field.

612 (Formerly 721) Problems in the Organization of Information/*L. C. Colvin, T. C. Craven, E. Svenonius*
Selected problems in cataloging, classification and/or indexing with SLIS library as a laboratory.

616 Research in Canadian Library History/*W. J. Cameron, S. D. Neill*
Research into an aspect of Canadian library history on the local, provincial, or national level. Survey of history and development of Canadian libraries. Placing of Canadian libraries in their social and cultural context.

619 (Formerly 741) Research Principles and Practice in the Humanities/*W. J. Cameron*
Use of evidence in research as conducted by scholars in the humanities, methods of finding, recording and interpreting such evidence. Use of primary and secondary sources for bibliographical, biographical, and historical research. Special collections and their services.

620 (Formerly 743) Research Principles and Practice in Science and Technology/*Staff*
Principles of scientific research and criteria for evaluating the results of such research. Services to library users engaged in research or who apply research in the field of science and technology.

† **621** (Formerly 742) Research Principles and Practice in the Social Sciences/*J. H. Fyfe, R. G. Prodrick*
Principles of social scientific research and criteria for the evaluation of the results of such research. Services to library users who are engaged in research or who apply research in the field of the Social Sciences.

625 (Formerly 764) School Libraries/*S. D. Neill*
Influence of the education field on the use of library resources, and the role of the school library in relation to its particular users, students, teachers, and administration.

629 (Formerly 771) Serial Literature/*T. C. Craven, A. J. Jamieson, J. H. White*
Principles and current practices in the selection, acquisition, and bibliographical control of publications in serial form, and methods of gaining access to material contained in them.

633 (Formerly 761) Services to Children and Young Adults/*E. C. Donnelly, S. D. Neill*
Analysis of the child and young adult community and the library services they require. Critical examination of the goals of libraries providing such services. Examination of research findings, theories, and established patterns of communicating recorded knowledge to children. Personal and professional qualities needed for serving the needs of children and young adults.

637 (Formerly 713) Slavic Libraries and Librarianship/*C. M. Hollmsky*
Publications and library development in Slavic language countries. Development of Slavic studies in Europe and North America. Availability of research material for Slavic studies in library collections in Canada, U.S., U.S.S.R., and European countries.

641 (Formerly 766) Social Information/*S. D. Neill, J. M. Tague*
Analysis of existing centres of information dissemination and their organization as channels of social information. The relationship between social information, social epistemology and the sociology of knowledge.

645 (Formerly 763) Special Libraries/*G. R. Pendrill, C. L. Sprovieri, J. H. White*
Analysis of characteristics of the communities served by various special libraries, and of the diversity of goals, status, collections, organization, service, and size of special libraries. Comparison between materials, methods of access, and range of services in special and other libraries. Personal and professional qualities appropriate to the effective direction of a special library.

649 (Formerly 732) Systems Analysis and Libraries/*F. T. Dolan*
General systems theory and the philosophies underlying the systems approach. Study of applications of systems analysis and design methods to the library and its environment. Analysis of the library as a system and of cooperating libraries as a system.

† **653** (Formerly 782) Theory of Administration/*S. Koskiala, B. McCamus, R. G. Prodrick*
Analysis, comparison, and synthesis of administration in a wide variety of informally and formally organized human enterprises, and administrative theory derived from the study of human relations. Leading administrative theorists and their theories. Identification of theoretical concepts that would be most applicable to libraries.

657 (Formerly 781) Theory of Classification/*T. C. Craven*
Principles of classification, both as manifestation of psychological and intellectual behavior and as applied in practice in various systems for organizing materials and knowledge. The problems and causes of difficulty in applying those principles in library and information systems. The history, present trends, and future possibilities of classificatory methods for indexing and retrieval of information.

661 (Formerly 784) Theory of Information Retrieval and the Testing of Systems/*Staff*
Principles upon which various retrieval methods are based, their origins and validity. Methods of evaluating information retrieval systems and their relationship to such theories as probability theory and decision theory. Attempts to improve information retrieval methods with special attention to the value of logic and linguistics, and future possibilities for research.

Special Courses 691-699

691 Special Topic/*Staff*

692 Special Topic/*Staff*

693 Special Topic/*Staff*

694 Special Topic/*Staff*

695 Special Topic/*Staff*

696 Special Topic/*Staff*

Normally the School attempts to offer two Special Topic courses (formerly 710, 720, etc.) per term. Each one is intended to permit a group of students and a faculty member to initiate an experimental or exploratory course. The course may be used to explore a possible addition to the permanent elective offerings, or to study an aspect of library, archival, or information science not adequately covered by existing courses.

697 (Formerly 798) Individual Study/*Staff*
A student who wishes to pursue a particular topic by himself or herself under the supervision of a faculty member may, with the agreement of that faculty member, elect to take this course. Normally, no faculty member will supervise more than two individual studies in any one term.

698 (Formerly 748) Guided Research I/*Staff*

699 (Formerly 749) Guided Research II/*Staff*

The emphasis in these courses is upon research methods applied to an M.L.S. student's own choice of research project. A written proposal must be presented for approval to a meeting of faculty at the end of the previous term in which the course (or courses) is (are) taken.

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Note: With permission of the Dean and approval by faculty, an M.L.S. student may combine up to three courses in 691-699 to permit a major project to be undertaken. Normally, the proposal should be presented in writing to the faculty meeting at mid-term for permission to be given for a following term. Prior agreement with a faculty member to supervise the project is also required.

Ph.D. Program

Note: No more than four courses may be attempted in any one term, and, if more than 10 hours a week are spent in teaching or other school duties, fewer courses should be attempted.

Required Courses 801-809

801 Pro-doctoral seminar/*Staff*
Survey course tailored to the needs of the individual student entering the doctoral program. Serves as a substitute for a general comprehensive examination characteristically given before admission to Ph.D. programs with an undergraduate degree preparation. Provides a broad context (including historical) for particular issues of librarianship and information science. Permits exploration of aspects of the field unfamiliar to the student and highlights current issues and problems.

802 Research Methods I
Survey of methods used for research in a variety of disciplines, with a determination of those generally appropriate to problems in library and information science, particularly problems in bibliographical control. Evaluation of methods currently used in the discipline of library and information science.

803 Research Methods II
Examination in depth and evaluation of one or more research techniques particularly appropriate to the student's research areas. Practice in writing research proposals and in writing critiques of research proposals.

805 Directed Research
A small research project carried out and reported on under supervision.

Note: Courses 801 and 802 may be taken simultaneously in the same term, and 803 and 805 simultaneously in a subsequent term, provided that all other course requirements are completed in that same term.

Elective Courses 810-889

815 (Formerly 832) Bibliometrics and Statistical Bibliography
Survey of developments in the field, and exploration of possible future developments.

825 (Formerly 822) Comparative Librarianship
Application of comparative methods to the study of libraries and information systems of different kinds, in different communities, and different countries.

835 (Formerly 821) Education for Library and Information Science
Historical and analytical survey of formal and informal programs for educating professionals and paraprofessionals in the information and library field.

838 (Formerly 823) Evaluation of Retrieval Systems
Examination of methodologies for evaluation of information systems. Identification of variables which affect the performance of an information system. Comparison and evaluation of measures of retrieval performance.

841 (Formerly 812) Indexing and Classification I
Evolution, design, and use of subject indexing languages. Students are expected to design either a subject indexing language or a tool for subject indexing (e.g. classification scheme, thesaurus) for a particular discipline.

842 (Formerly 813) Indexing and Classification II
Historical and comparative survey of the design, development, and use of subject indexing languages. Use of linguistic and mathematical techniques. Implications of automation of subject indexing and subject indexing tools.

851 (Formerly 831) Methods of Organizing Information
Problem areas in bibliographical control.

855 (Formerly 814) Modelling and Simulation of Bibliographical Control Systems
Techniques of discrete and continuous time simulation. Comparison of major simulation languages for utility in information science development and implementation of one or more simulation models in the area of bibliographical control.

875 (Formerly 834) Semantic Models in Information Science
Concepts and theories of semantics relevant to information science. Examination of current approaches to semantics-dependent aspects of information science.

879 (Formerly 811) Systematic and Universal Bibliography
History of attempts at universal bibliography. Theories and practices in the field of enumerative, descriptive, and analytical bibliography that can be applied to universal bibliography. Attempts to bring together within one general theory the principles underlying all kinds of systematic bibliography.

Non-Course Requirements 890-899

The thesis submitted by the candidate must be a contribution to knowledge within the area of Bibliographical Control of Information. Applicants who wish to undertake research work outside that area will be referred to a Ph.D. program in another school.

890 Thesis

891 Ph.D. Foreign Language Requirement

894 Dissertation Proposal Colloquium

895 Qualifying Examination I

896 Qualifying Examination II

897 Qualifying Examination III

898 Qualifying Examination IV

899 Oral Qualifying Examination

Note: Additional non-credit course work (e.g. in a foreign language, or computer science) recommended by the student's Advisory Committee may be obligatory.

Doctoral Program Staff

Full-time members of faculty: W. J. Cameron, T. C. Craven, J. H. Fyfe, B. G. Michell, H. G. Schulte-Albert, E. Svenonius, J. M. Tague

Honorary Lecturers: J. M. Carroll, F. L. Holmes, J. K. Mullin, H. M. Plotkin, R. A. Richardson, P. G. Sutterlin, H. R. Wilson

Part-time Advisers: C. Brainerd, H. Lawford, A. Szilard

Annexe 9

français

SENEGAL

Dakar

--

Ecole des bibliothécaires, archivistes et documentalistes
E.B.A.D.

I Niveau du recrutement

Deux possibilités: - baccalauréat
- BEPC et quatre années d'exercice dans un service d'archives, de documentation ou dans une bibliothèque.

II Durée des études

2 ans

III Programme des études

686 heures - travaux pratiques - stages

1) Cours de caractère professionnel (448 heures)

Archivistique

Histoire des archives

Initiation au classement et aux inventaires

Gestion des documents, archives vivantes et préarchivage

Traitement des documents

Protection physique des archives

Administration des archives

Bibliothéconomie et documentation

Bibliographie et bibliothéconomie

Bibliographie historique et africaine
Catalographie
Documentation
Dactylographie

2) Sciences auxiliaires (54 heures)
Historiographie
Histoire des arts d'Afrique
Sources orales

3) Disciplines historiques (160 heures)
Histoire des idées, des sciences et des techniques
Notions générales sur l'histoire des civilisations
Initiation au droit et à l'économie
Histoire des institutions africaines
Géographie historique de l'Afrique

4) Anglais (24 heures)

5) Travaux pratiques

IV Diplôme

Diplôme d'aptitude aux fonctions d'archiviste

(Renseignements de 1976)

Annexe 10

espagnol

VENEZUELA

Caracas

--

Escuela de bibliotecologia y archivologia
(Faculté des lettres de l'université de Caracas)

I Niveau de recrutement

Bachiller en ciencias ou en humanidades
Examen d'entrée

II Durée des études

4 ans - option archives ou option bibliothèques

III Programme des études

1512 heures de cours travaux pratiques. Seuls les cours de l'option Archives figurent ici

1) Cours de caractère professionnel (928 heures)

Archivologie
Archivéconomie
Principes généraux du droit et de la législation archivistique
Archives historiques
Bibliographie archivistique
Conservation et restauration des documents
Techniques audiovisuelles
Documentation et techniques modernes
Muséographie

.../

2) Sciences auxiliaires (480 heures)

Paléographie
Diplomatique
Edition de textes
Méthodes de recherche historique

3) Disciplines historiques (576 heures)

Organisation administrative du Venezuela
Chronologie
Histoire de la culture

4) Enseignement général (480 heures)

Espagnol
Autre langue vivante
Sociologie
Géographie du Venezuela

5) Matières à option (256 heures)

Littérature, philosophie, sociologie, histoire de l'art, anthropologie

6) Séminaire final (192 heures)

sur un sujet historique concernant le Venezuela ou plus largement l'Amérique

IV Diplôme

Diplôme d'Etat d'archiviste

(Renseignements pris en 1975)

Annexe 11

espagnol

COLOMBIE

Bogota

--

Escuela de bibliotecarios y archivistas

(Faculté des sciences de la communication de l'université catholique de La Salle)

I Niveau du recrutement

Certificado de Sexto de Bachillerato

II Durée des études

4 ans

III Programme des études

2480 heures de cours

1) Cours de caractère professionnel (1432 heures)

1 Institutions d'archives
Rangement et description des archives
Tri. Catalogage
Typologie des documents
Archivistique générale et spécialisée
Organisation des archives
Archives historiques

2 Bibliothéconomie
Techniques audiovisuelles
Bibliothèque et éducation en Colombie

.../

3 Documentation
Lexiques bibliographiques polyglotes
Indexation
Informatique
Reprographie

4 Ethique professionnelle
Psycho-sociologie des utilisateurs

2) Sciences auxiliaires (360 heures)
Paléographie et diplomatique
Méthodes de recherche
Bibliographie
Histoire du livre et des bibliothèques
Linguistique structurelle
Rédaction et style
Droit administratif

3) Disciplines historiques (224 heures)
Racines greques et latines
Littérature espagnole et colombienne
Civilisation contemporaine
Civilisation américaine et colombienne

4) Enseignement général (464 heures)
Anglais
Culture religieuse
Littérature classique

5) Recherche personnelle
Néant

6) Stage
Néant

7) Visites d'études
Néant

IV Diplôme

Licenciado en bibliotecologia y archivistica

(renseignements pris 1975)

anglais

ETATS-UNIS

The National Archives and Records Service

et

The Library Congress

"Introduction to modern archives administration"

Il s'agit d'un stage de quinze jours où des conférenciers traitent les sujets dont la liste suit. Des visites des Archives nationales et d'un dépôt d'archives religieuses sont organisées.

Introduction to archives: archival concepts, terminology and principles.
Archives and manuscripts: an historical overview
Storage equipment and protection
Archives administration and records management
Records appraisal
Arrangement of archives
Description of archives
Access and restrictions
Copyright
Reference service
Educational and exhibit programs
Publications programs
Paper preservation: repair and rehabilitation
Administration of audiovisual archives
Administration of cartographic, architectural and related archives
Oral history
Reprography, microphotography and archives
Management of archives
Automation and the control of archives and manuscripts
Administration of machine readable records and archives
Administration of manuscripts
Professional development

(Renseignements 1979)

Annexe 13

français

FRANCE

Paris

--

Stage technique international d'archives

Ce stage, destiné aux archivistes de tous les pays, permet d'approfondir les connaissances professionnelles de chacun et de confronter les différents types de formation.

I Niveau de recrutement

Les candidats sont admis sur accord du directeur général des Archives de France. Ils doivent être titulaires d'une licence et posséder une bonne connaissance du français. Les chartistes y participent automatiquement au cours de leur quatrième année d'études .

II Durée du stage

3 mois

III Programme du stage

1) Stage théorique

60 conférences et visites qui couvrent les domaines d'études suivants:

Doctrine, technique et méthode archivistique

Histoire des Archives

Le contenu historique des Archives (essentiellement françaises)

L'organisation des Archives en France

L'organisation des Archives à l'étranger

L'organisation administrative de la France

.../

2) Stage pratique

Les stagiaires peuvent effectuer des stages de durée variable (de quelques jours à plusieurs mois) dans les différents dépôts français après la fin du stage théorique

3) Travaux personnels

Les élèves étrangers sont encouragés à rédiger un état ou un répertoire sur les sources françaises relatives à l'histoire de leur pays.

IV Diplôme

Un certificat est remis aux stagiaires.

Annexe 14

anglais

AUSTRALIE

Kensington

- - - -

Université de Nouvelle-Galles du Sud, School of Librarianship

DIPLOMA IN ARCHIVES ADMINISTRATION

A programme of professional education for archivists is offered to university graduates, leading to a Diploma in Archives Administration. National and state governments need increasing numbers of people to work with government archives. Manuscript collections in libraries, and local history collections, provide other openings. University, school, business, trade union, church and society archives seek permanent staff or consultants. Some diplomates may work as research assistants, others as documentary searchers.

Applications for enrolment must be lodged with the Registrar on the prescribed form by 31st December of the year preceding that for which admission is sought.

The conditions which follow should be read in conjunction with the University's general conditions for the award of graduate diplomas set out earlier in this brochure.

The course for the Diploma in Archives Administration is designed to provide education in the principles and methods of the administration of archives and allied materials, including current records and collections of manuscripts.

Candidates must hold a degree from the University of New South Wales or other approved university. Candidates who have not studied Australian history and politics may be required to take a qualifying or concurrent programme approved by the Board of Vocational Studies.

Each candidate will complete the programme of study which may be taken as a full-time course in one year or as a part-time course over two years. Both are day-time courses.

In addition to formal course work, there may be excursions to relevant institutions.

		Hours per Week	
Full-time		Session 1	Session 2
55.712	Archives Theory and History	4	4
55.713	Archives Administration	4	7
55.714	Information Environment for Archivists	3	-
55.123	Reference Service and Materials	4	-
55.238	Subject Bibliography: Government Publications	-	2
	and any one of		
55.231	Subject Bibliography: The Humanities	-	2
55.232	Subject Bibliography: The Social Sciences	-	2
55.233	Subject Bibliography: Pure and Applied Sciences	-	2
		15	15
Part-time – Year 1			
55.712	Archives Theory and History	4	4
55.123	Reference Service and Materials	4	-
55.238	Subject Bibliography: Government Publications	-	2
	and any one of		
55.231	Subject Bibliography: The Humanities	-	2
55.232	Subject Bibliography: The Social Sciences	-	2
55.233	Subject Bibliography: Pure and Applied Sciences	-	2
		8	8
Part-time – Year 2			
55.713	Archives Administration	4	7
55.714	Information Environment for Archivists	3	-
		7	7

55.712 Archives Theory and History

Archives theory studied historically. Public administration, administrative history and government records. The history of archives institutions. Archives legislation. Business, institutional and other non-governmental archives. Private papers, local history collections. Uses of archives for information and in research. The development and role of the archives profession. National and international archives associations: constitutions, programmes, publications.

55.713 Archives Administration

(a) Relations between archive-creating bodies and archives institutions. Commercial and legal practice, forms and terminology relevant to the understanding of archives. The elements of records management.

(b) Archives management: acquisition, arrangement and description, the publication of finding aids, the application of automation, micro-copying. Conservation of materials. Repository planning.

(c) The principles of administration and their application to archives institutions.

(d) Service to users of archives, including questions of access and copyright. Publication of archives.

55.714 Information Environment for Archivists

Information sources which supplement archives: academies, learned societies, institutions including libraries, galleries and museums. Libraries of various types studied in relation to the needs of archivists; acquisition of materials by purchase, gift, exchange and legal deposit; organization of materials for use. Bibliographical description and national and international documentation standards. Documentary materials in non-book form and their use in research. Dissemination of texts and other types of record by reprography and in microform.

55.123 Reference Service and Materials

(a) Information sources, especially reference books and their uses in library processes and reader services. Using publications to provide information at various levels in different library situations.

(b) The bibliography as a record of publication in the mass and as a guide to individual items. National, trade and subject bibliography. Indexes and abstracts.

(c) Reference books not limited to a particular subject: publication methods, coverage, organization of content, studied in relation to purpose and use.

(d) The principles and methods of reference work. Its place in the total information network and in library service. Question analysis, search strategy and presentation of results to the user. The relationship of traditional reference methods to the design of mechanized information retrieval systems.

55.231 Subject Bibliography — The Humanities
55.232 Subject Bibliography — The Social Sciences
55.233 Subject Bibliography — Pure and Applied Sciences
55.238 Subject Bibliography — Government Publications

(Renseignements 1973)